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Stress and Burnout Among Direct Care Service Providers in Illinois Juvenile Detention Facilities

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by

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DEDICATION

To the memory of Mary Rachel (Torres) Heinrich, wife and mother of my two beautiful children. Without her loving presence, incredible strength and unrelenting support, this endeavour would not have been dreamed of or have been actualized. Her image persists in a love never dead and in the character of her children.

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VITA

Lawrence J. Heinrich was born in Chicago, Illinois, October, 1936. He attended high school at St. Jude Seminary, Momence, Illinois, and graduated from Claretville Seminary, California, with a major in philosophy. In 1959 he was assigned to study theology at the Claretian International College in Rome, Italy. Following his return to the United States in 1963, he attended the Catholic University, Washington, D.C. and received a master's degree in theology. In September, 1964 he entered the graduate school of Loyola University, Chicago, Illinois and received a master's degree in clinical psychology in June, 1967.

In 1967 he began working as a psychologist at the Arthur J. Audy Home for Children, Chicago, Illinois. He also assumed additional clinical responsibilities and received supervision at Mt. Sinai Hospital, Chicago, Illinois. In addition, from 1969 to 1972, he was an assistant instructor at the Chicago Medical School. Having completed the academic and clinical requirements under the grandfather provisions in 1972, he successfully passed the state board examination and became a registered psychologist in the state of Illinois.

In 1972 he was promoted to director of the clinical division of the Cook County Juvenile Temporary Detention Center. He participated in research on the development of the "Draw-a-Person in the Rain" technique which was published in the Journal of Clinical Psychology, July, 1974. Between 1972 and 1978, he was a consultant to a federally funded methadone program. Following an internship under the auspices of the Chicago Board of Education, he became a certified school psychologist in 1976.

In 1979, he entered private practice and was a consultant to the Associates in Adolescent Psychiatry and School District #54. Most recently he has been with the Associates in Adolescent Psychiatry as an inpatient adolescent psychologist at Charter Barclay Hospital, Chicago, Illinois. In 1981 he re-entered the graduate school of Loyola University, Chicago, Illinois, in the department of Counseling Psychology and Higher Education. In 1983 he was selected for enrollment in the national Jesuit honor society, Alpha Sigma Nu. Currently he is a member of the American Psychological Association, Illinois Psychological Association, American Correctional Association and National Juvenile Detention Association. He is listed in the National Register for Health Service Providers in Psychology.

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CHAPTER I

INTRODUCTION

General Background

Stress, job dissatisfaction and burnout are observable in nearly all professions and occupations. However, since the early nineteen-seventies there has been a growing concern among educators, counselors and psychologists that these phenomena are more common among human service providers than previously acknowledged. Reflecting this concern, Maslach (1982), Savicki (1982) and others have suggested that job related stress among human service providers is an area in need of critical research. These authors define human service providers as individuals in professions which involve continual personal interaction with clients. In addition to the high level of interpersonal contact, human service providers assume professional responsibility for recipients of their services. Workers in juvenile detention facilties are among those professionals in human service occupations.

Purpose of this Study

The purpose of this study is to explore self-reported levels of burnout, perceptions of job stress and feelings of work dissatisfaction among Illinois juvenile detention workers. To accomplish this, three instruments are used. First, the Maslach Burnout Inventory measures burnout on subscales of emotional exhaustion, depersonalization and sense of accomplishment in one's work. Second, the Correctional Officers Interest Blank determines whether scores on this attitude and interest scale, which purportedly identifies individuals who function well within correctional facilities, show any relation to levels of self-reported burnout. Third, questions developed specifically for this study assess the detention worker's perception of job related stress and their coping responses with stress.

In the analysis of data, answers are sought for the following questions: Do juvenile detention wokers in Illinois report higher levels of burnout than the normative sample of the Maslach Burnout Inventory? Do variables such as age, sex, race, length of service, educational background and level of professional training show any relation to the measured components of self-reported burnout? Does the number of detainees for which a worker is responsible contribute to the frequency or intensity of self-reported burnout?

Are there differences in reported burnout between workers in an urban detention facility (Cook County) and workers in detention facilities serving smaller populations? Do scores on an attitude-interest survey developed for adult correctional officers show any relation to juvenile detention workers' self-reported levels of burnout? Other questions determine if workers are satisfied with their jobs, if they perceive other jobs as more rewarding and if they believe that personal health problems are related to job stress. Finally, a number of questions determine if the workers believe they have an impact on the detainees and what techniques they feel are useful in reducing or dealing with job stress. This study is undertaken with the hope that the results can be utilized in workshops and seminars to assist detention staff in coping with stress and burnout.

Definition of Terms

While burnout is a relatively recent concept, stress and job dissatisfaction have been studied for a much longer period of time. The term burnout was coined by Freundenberger in 1974 in his characterization of the psychological condition of volunteers at alternative health care agencies. Since then dimensions of burnout in the human services settings have been examined by many others (Aspler, 1981; Bramhall & Ezell, 1981; Cherniss, 1980, 1981; Edelwich, 1980;

Farber, 1983; Maslach, 1976, 1977, 1978, 1981, 1982; Savicki & Cooly, 1982; Van Auken, 1979). Farber (1983) notes that, "In general, burnout can be conceptualized as a function of the stresses engendered by individual, work-related and societal factors." Maslach (1982) views burnout as an adaptational process among human service providers in response to these stresses. Pines and Aronson (1981) suggest that burnout is accompanied by physical and emotional exhuastion, feelings of helplessness and the development of negative attitudes toward work, life and other people. Similarly Edelwich (1980) conceptualizes burnout as a "progressive loss of idealism, energy, purpose and concern as a result of conditions at work." In the present study, Maslach's (1982) definition of burnout as a dynamic process rather than a static state is used. Moreover, following Maslach's lead, burnout is conceptualized as an adaptive, rather than maladaptive, defense in job adjustment and accomodation.

Selye (1983) defines stress as "a nonspecific response of the body to any demand". He discusses the development of the concept of stress as it moved from being understood as a nonspecific response of the body to the concept of the general adaptation syndrome (GAS). Selye notes that it is immaterial whether the stress-producing factor, the <u>stressor</u>, is pleasant or unpleasant. In this study stress refers

to the agents or demands (stressors) that evoke the patterned response. Burnout, as indicated, is one form or type of the adaptational response to the stressor(s).

Job satisfaction and dissatisfaction have been studied as early as nineteen-twenty, but research did not become active until the nineteen-forties (Jayaratne and Chess, 1983: Marquez, 1982). Job dissatisfaction refers to an individual's negative perception of the work situation and job demands rather than on the nature of the work context.

Need for this Study

This study is important for several reasons. First, it will provide empirical evidence for the examination of theoretical issues surrounding the concept of burnout. Second, while burnout among human service providers such as doctors, nurses, teachers, police officers and others has been studied, no research has been conducted among juvenile detention workers. Third, results of the study have the potential for significant application in the field of detention.

In his discussion of research on management of stress in corrections, Dahl (1981) notes that a correctional institution is one of the most stressful environments created by our society. Dahl recognizes that stress is not only experienced by the detainees or inmates, but also among the employees who work in these institutions. Caplan (1975),

Hockey (1983) and Cooper (1983) review research which demonstrates how physiological and environmental stress influence human performance. Since the objectives of human service occupations include the care and general welfare of other human beings, there is legitimate concern that the unattended conditions of stress, dissatisfaction or burnout among providers might damage the recipients of services.

The literature is replete with studies which have identified both external and internal sources of stress in adult prisons and correctional institutions (Black, 1982; Brodsky, 1977, 1982; Cheek & Miller, 1979, 1982, 1983, 1984; Dahl, 1979, 1981; Gardner, 1981; Hansen, 1981; Inwald, 1982; Lombardo, 1981, 1984; Poole & Regoli 1980; Rosefield, 1981; Weiner, 1984). External stress refers to sources of stress outside the individual worker. The socio-cultural structure of institutional organization and the physical environment are both good examples of external stress. Internal sources of stress are the psychological and emotional characteristics of the worker

External Sources of Stress

One of the most significant sources of stress in the field of detention is the ambiguity surrounding the role of detention and correctional institutions. For example, do these institutions exist to rehabilitate or punish

offenders? This disputed issue affects not only what resources and monies politicians allocate to law enforcement and corrections, but also what individual detention workers perceive as their role in relation to the detainees and inmates (Hammergren, 1984; Harrison, 1980; Poole & Regoli, 1980). In a broader context, what occurs in corrections and detention reflects societal values in relation to crime, delinquency and the treatment of offenders. Other sources of external stress in detention settings and prisons come from the constant need for twenty-four hour security (Dahl, 1981; Gibbs, 1984), the potential for violence and physical assault (Bartollas, 1984; Cormier, 1984; Lombardo, 1984; Rindfleisch & Rabb, 1984) and the disciplinary and safety regulations which are part of every secure (locked) institutional facility (Brodsky, 1977, 1982; Cheek & Miller, 1979).

Internal Sources of Stress.

Internal sources of stress are identified as those psychological and emotional characteristics that the individual brings to the work situation. Correction and detention personnel enter the field with a variety of expectations in regard to the nature of the work they are undertaking (Cherniss, 1980). They also differ in educational backgrounds, training and individual needs for personal growth and development. In addition, detention

workers experience varying degrees of non-job related stress around, for example, family or marital conflict. For these reasons, certain individuals may be far more susceptible than others to experiencing stress or burnout with detainees (Rizzo, House & Lirtzman, 1970). In the next chapter, the literature on the psychological characteristics typical of care-takers and service providers in this type of work will be reviewed.

Stress in Juvenile Detention

The issues of incarceration and minimal standards for adequate custody and care of detained youth are areas of counselor concern. Since detention facilities are designed for youth who cannot be maintained in less restrictive settings, it is important that detention facilities be used only if the situation warrents it. The use of detention and imprisonment as supported by public policy has undergone changes in federal emphasis in the last ten years. Under the Omnibus Crime Control Act of 1968 funds were made available to reduce the involvement of youth in closed or institutional type settings. In April, 1976, the U.S. Department of Justice, Law Enforcement Assistance Administration, Office of Juvenile Justice in Delinquency Prevention (OJJDP) announced a new program, "Diversion of youth from the juvenile justice stem". As with many federal projects, the

paperwork was complex and the results at best mixed (Severy, 1984: Whitaker. 1984: Williams, 1984). During the Reagan administration (1980 to present), it appears that programs of this type are being de-emphasized and there is a return to the philosophy of expanding closed settings to protect the community (Cunningham, 1984). Opinions are still being argued as to the purpose and utilization of detention centers (Huntley, 1984: Warborys, 1984). Juvenile detention centers differ in their interpretations of official policy regarding adequate care for incarcerated youth and also in their determination of the financial feasibility of programs. These factors create additional stress for both the local administrators and the detention staffs. Staff who work within juvenile detention facilities eventually become aware of the level of priority that government designates to juvenile corrections and specifically to detention centers. In every case, this involves state and local bureaucracy and politics.

Youth detention workers in Illinois have been selected as a target population for several reasons. First, detention is the initial contact an adolescent has with the correctional-institutional system. This is a stressful event for the adolescent (Gibbs, 1984). The way in which the staff respond to stress is important because of the potential

noxious influence on adolescents who are experiencing their first encounter with corrections. Secondly, Illinois detention facilities, as with many facilities throughout the U.S., are closed institutions searching for role clarity because of conflicts over issues such as "the best interest of the child" versus "community protection and public safety". This ambiguity and conflict compound the pressure on the staff serving these adolescent detainees (Hammergrin, 1984). Illinois detention administrators, directors and superintendents are currently experiencing pressure from state correctional and local court systems to expand the role of detention centers from pretrial custodial detention to short term correctional incarceration and treatment. At this point it appears that detention youth service providers in Illinois, as elsewhere, have been overlooked in the research literature.

Limitations of this Study

As a note of caution in evaluating the data and results, certain difficulties in conducting this type of study should be recognized. The maintainence of security and the adherence to strict routines sometimes inhibits the implementation of research (Vinter, 1976: Inwald, 1982). Aside from the reluctance to disrupt standard schedules, administrators in correctional facilties are often wary of

outside investigators since internal policy and practices are so often critized and misunderstood by those not in the system.

It was important to the integrity of the study that all thirteen Illinois detention facilties participate and fortunately this was the case. However, as in all research in which participation is voluntary, there remain unanswered questions. For example, are there differences in regard to burnout and job dissatisfaction between detention workers who elected to participate and those who did not? The effect of self-selection must be considered in any interpretation of the study results. While the percentage of overall participation was good, some of the detention staffs had questions about the purpose of the study and refused to participate. These individuals felt that despite reassurances of anonimity and confidentiality, any negative or personal comments about the work situation might become known to the administration and be used for political or discriminatory purposes.

Summary of Following Chapters

Chapter Two reviews the pertinent literature on burnout and stress among correctional workers. This chapter begins with background information regarding secure detention and specifically, secure juvenile detention in

Illinois. A discussion of the conceptual and definitional problems in the study of stress and burnout follows. Distinctions are made between job dissatisfaction and burnout. The literature is then reviewed for both external and internal sources of stress within prisons and correctional facilities. Response to stress among correctional officers is also reviewed. This chapter ends with the listing of several hypotheses which have been drawn from the review of the literature.

Chapter Three discusses research design and implementation. Specifically, this chapter outlines the methodology, instrumentation and statistical design for the descriptive and comparative analysis of the data gathered. A description of the subjects participating in this study is included.

Chapter Four presents the results of analysis of data and relevant discussion for the research hypotheses and additional findings. Chapter Five concludes the study with an overview of the study, a summary of findings and critical discussion, recommendations for the application of study results and suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

The current emphasis on job stress, job dissatisfaction and burnout may well have historical and sociological roots in current changing value systems. Farber (1983) notes that American workers have become increasingly insistent about attaining personal fulfillment and gratification in their work. Farber suggests further, however, in the area of human services, the possibility of personal fulfillment and gratification is becoming increasingly constricted. As bureaucratic, technical and organizational programs (e.g. government, insurance companies, hospitals, agencies, etc.) expand, there is reduced professional autonomy in the help-giving professions. Farber concludes that as client-professional relationships become increasingly encumbered by institutional constraints and confounded by unrealistic expectations, job dissatisfaction and burnout among mental health workers is likely to be more prevalent.

This chapter begins with a discussion of current issues in the area of juvenile incarceration and legal policy governing juvenile detention in Illinois. Following this

is a review of the literature on conceptual issues surroudnding the definition of burnout. External and internal sources of stress and, in particular, their influence on youth detention workers are then reviewed. Adaptational responses to stress and burnout and the ways in which these responses affect both the worker and the detainee are also discussed. This chapter ends with a summary of the hypotheses for the present study.

Juvenile Detention in Illinois

Detention Facilities

The American Correctional Association Standards for Secure Juvenile Detention Facilities defines detention as: a secure institution used for the temporary custody of juveniles accused or adjudicated of conduct subject to jurisdiction of family court over delinquency matters and who cannot be placed in an open setting (Hammergren, 1984). Juveniles up to 17 years of age are usually brought to these facilities in one of two ways. The first manner follows apprehension by the police because of an alleged serious delinquent offense or because of an outstanding arrest warrent. A temporary decision regarding immediate need for incarceration can be made by the police and detention intake staff. In cases of relatively minor offenses or first time offenders,

incarceration is usually waived although juvenile court action may be pursued. In the event incarceration is considered appropriate because of the seriousness of the incident or the likelihood that the juvenile will fail to appear in court, the temporary decision for incarceration must be reviewed by a juvenile judge, usually within 36 hours from the time detention begins. The judge then determines whether or not detention should be continued until further court disposition of the pending charges. The second manner in which a juvenile can be detained is by direct court order.

Although governed by similar standards, detention is distinct and separate from state training schools or reformatories, i.e. the Illinois Department of Corrections. Detention has traditionally referred to pre-trial or pre-disposition incarceration and has always been viewed as short-termed, for example, less than 90 days. Ideally the American Correctional Association sets 30 days as a criteria for short term detention. Once found to be delinquent by the court, the juvenile can be committed to the Department of Corrections for long term incarceration or be placed on probation. Recently, however, because of overcrowding in the state correctional facilities, some juvenile courts have been utilizing detention facilties for short term sentencing after the youth has been found delinquent.

Detention is also distinguished from private boarding schools and treatment programs. The juvenile courts often attempt to utilize short term secure detention as a way of assuring public safety while assessment is made to determine if the youth can be diverted from the state correctional system. The juvenile court often looks to private boarding schools or treatment programs as a preferred option to committment to the correctional system which is considered the equivalent of adult sentencing. Detention facilties are funded in Illinois cooperatively through state and local county tax monies. In the event smaller counties are not in a position to fund their own juvenile detention facility, they are required to utilize the juvenile detention facility of another county and not incarcerate juveniles with adult offenders. There are 13 juvenile detention centers in Illinois serving 102 counties.

All secure or locked detention facilities in Illinois have some common measures to ensure the youth's and the public's safety and welfare. For instance, all visitors to detention facilities are screened and in some instances searched. Detention facilties are designed and the staff trained to handle aggressive, non-compliant youth and prevent their running away. The facilities usually have one or more maximum security rooms or units. The detainees

experience some restriction of rights, such as the right to come and go, limited phone and visitor privileges and a very limited number of personal possessions. The detainees may be subect to clothing and body searches, especially upon admission or if they have been outside the facility for any reason. Compliance to the detention facilities' rules, schedules and programs is expected and enforced. There are evident issues of control in any locked, secure institution, whether it is for adult or juvenile offenders.

Policy Governing Detention

Detention facilities are governed by 422 standards established by the Commission on Accreditation for Corrections. They address the special needs of youth in short term incarceration. These standards have no sanction other than a lack of accreditation of the facility with the American Correctional Association. In effect, the standards have no real binding force and thus far only one of the 13 detention facilties in Illinois has received this accreditation. The Cook County facility passed inspection and received accreditation in 1981. Detention facilities in Illinois are also governed by a uniform set of standards (Illinois County Juvenile Detention Standards, 1980) which do have some binding power for the continuing operation of the facility. These standards cover admission policy, guidelines for

administration, staff selection, record keeping, notification of parents and guardians, posting of rights, security, segregation, isolation, medical care, food service and sanitation supervision. In Illinois, since the nineteen-seventies, there are strict State stipulations prohibiting the housing of non-delinquent youth with those who are or are alleged to be delinquent. For instance, youth who are runaways or simply in need of supervision and have not been accused of a delinquent offense may not, even temporarily, be housed in a detention facility. This was not the case in Illinois prior to the nineteen-seventies and, even today, some states do not have clear laws governing the separate housing and detention of delinquent, alleged delinquent and non-delinquent youth. While it would seem issues around care and custody of incarcerated youth would be clearly stated in official policy, it is often only through court litigation that changes occur (Fosen, 1984).

Detention has traditionally been regarded as custodial in its purpose of pre-trial and predispositional incaceration as compared to "corrective" incarceration which occurs after committment to the Illinois Department of Corrections. However, despite the custodial role of detention facilties, there has also been a belief by the court and law enforcement officials that the initial contact of the youth with

secure and involuntary control would influence the youth in such a way that, once released, the youth would avoid future behaviors that would lead to long term incarceration.

State and Federal laws and standards covering detention are often written in vague, nonspecific language. This leaves standards open to multiple interpretations. Moreover, licensing and regulatory agencies are hindered by the ambiguity of the standards while ultimately possessing very little enforcement power. As a result, the goals and objectives of juvenile detention facilities are usually the result of a unilateral philosophy derived by the local decision makers, such as judges, chief probation officers, administrators and superintendents (Carbone, 1984). The aforementioned political and legal background information is reported since it is a component of the role ambiguity that contributes to stress within the correctional system. The reality that exists within the state and local lock-up institutions often reflect underbudgeted and undersupported facilities, conditions and programs.

A common misconception among those not familiar with detention is that treatment automatically occurs once a youth is in the care and custody of the juvenile court system. Detention facilities are required to provide for the continuing custody, care and usually the continuing

education of the youth while incarcerated, but this does not cover any formal treatment plan or programming. The phrase "adequate care and custody" is under constant discussion and scrutiny by those who are responsible for or concerned with the operation of detention facilities. Because there have been known instances of unhealthy conditions or abuse within juvenile institutions (Rindfleisch and Rabb, 1984), that which constitutes "adequate" care may become the focus of court litigation. This would occur if an attorney or parent felt their client or child was mistreated in detention. The fact that the correctional system is now so overcrowded that some local jurisdictions are attempting to utilize short term facilities for short term corrective incarceration places additional pressures on the facility and staff.

Illinois Detention Staffs

Although the 13 detention facilities in Illinois are governed by the same state standards, there are differences in both policy and personnel throughout the state. State standards specify the following:

> 3-1 Detention Staffing: Each detention facility must have sufficient personnel to provide adequate 24 hour supervision of youth seven days a week.
>
> 3-2 Staff Selection: Selection criteria for a potential staff member whose job responsibility requires immediate and direct contact with detained youth shall include attention to such characteristics as emotional maturity; physical stamina; sense of humor; imagination; freedom from hostility; attitudes towards racial, ethnic, and religious differences; skills suitable for use in dealing with disturbed youth; and special experience.

> 3-3 Rules and Regulations: Each staff member working with youth shall have a thorough knowledge of all rules and regulations.
>
> 3-4 Casework: One professional staff member (possession of at least a bachelor's degree in one of the behavioral sciences) for a facility with a rated capacity of 20 or less shall be a member of the detention staff. One additional professional staff member shall be added for each additional 35 youth. (The superintendent may be counted for purposes of this requirement.)
>
> 3-5 Certificate, licenses, registration: Duties which require possession of a current certificate, license or registration as evidence of special competence to perform those duties shall be licensed and certified by the Department of Registration and Education. (Illinois Revised Statutes, Chapter 38)

If read carefully, these standards are obviously quite broad. Each county facility has its own criteria or set of minimal qualifications for hiring. The criteria are usually set by the local county board, the juvenile judge, chief administrator, or, in Cook County, by the civil service commission. Some facilities may employ professionals such as psychiatrists, psychologists, teachers, specialists in learning disabilities or certified social caseworkers. This may imply some extended meanings to the words "custodial care". Throughout the State of Illinois there is a lack of uniformity as to the designation of the personnel who work in the detention facilities. For instance, in a number of facilities, staff are designated as "correctional officers", while others are "youth care workers", "children's attendant" or "youth counselors" and many of the individuals are essentially performing the same services and working with

the same kind of youth. Appendix G (page 166) contains a descriptive index of all 13 participating facilities in Illinois and includes the official designation of the workers in that facility.

Among the staffs within Illinois detention facilities, there is a broad range of experience, education and training. Some staff have minimal high school education and little specialized training, whereas others have college or even advanced graduate degrees with much experience in youth services. There are, of course, staff who are new to the field and those who have over 15 or 20 years experience. Superintendents and supervisors have commented that certain detention workers seem to demonstrate high levels of positive and relatively enthusiastic interaction with the youth while acknowledging the difficulties in this work. These are the "hardy" types that Kobasa (1979) identified. Other detention workers function in a relatively effective manner, but are more prone to express significant frustration, personal dissatisfaction or unhappiness with their job. Finally, there are some detention workers whose interactions with the youth seem minimal, insensitive and at times hostile and punitive. These individuals often report they continue working because of job security or because they feel 'trapped' in a bureaucratic system. Superintendents and

administrators indicate they have witnessed firsthand a number of severe instances of what they perceived to be burned-out workers who did not function effectively and this had negative effects on detainees (Brodsky, 1977; Cheek & Miller, 1979).

Definitional Problems and Distinctions

As indicated earlier, in 1974 Freudenberger began writing about problems he observed among youth workers in health institutions and he coined the term "burnout" for a noticeable pattern of behavior among these workers. While stress and job dissatisfaction had been studied long before 1974, Freudenberger was specifically concerned about the professional help-giver. He perceived burnout as a phenonmenon which not only interferred with the delivery of services by the youth worker but also had potentially detrimental effects on the youth served. Maslach and Jackson (1977) were leaders in examining those human service professions which seem to have many stress related difficulties and burnout candidates. The term burnout caught on rapidly and became a "buzz word" and hot topic for seminars, conferences and workshops. Burnout was defined and described in many ways with attitudinal, emotional, physical, social and organizational components (Bramhall & Ezell, 1981; Cherniss, 1980; Edelwich, 1980; Karger, 1981; Maslach, 1976; Van

Auken, 1979). Farber (1983) expressed concern that the concept (of burnout) itself will "burn out" from overuse and a lack of specificity. On the other hand, when Freudenberger (1983) addressed the definitional problem of burnout, he cautioned against rigidity. Some degree of openess in the definition of burnout, according to Freudenberger, tends to leave researchers more amenable to contributions, observations and input from scientists in related fields.

A large number of early articles on burnout contained descriptive definitions (see e.g. Bramhall & Ezell, 1981; Edelwich, 1980; Mattingly, 1977). These definitions list a variety of signs and symptoms of burnout, including perhaps anecdotal narratives, without clearly defining the term. Investigators, however, were impressed with the phenomenon of change in attitude towards one's work and this became incorporated into the later definition and use of the term. Burnout became defined by some as alienation or the extent to individuals become separated or withdrawn from the original meaning or purpose of their work (Berkeley, Planning Associates, 1977: Karger, 1981). In a similar manner, Maslach (1976, 1977) initially defined burnout as psychological withdrawal from work in response to excessive stress or dissatisfaction. Cherniss (1977) originally looked at burnout as a loss of committment. He viewed burnout as a

transactional process in which disengagement manifests itself in a variety of stages.

As the concept of burnout evolved, there appeared to be growing consensus among researchers to focus on both the individual-psychological as well as the social components of burnout. This trend, however, did not prevent theoreticians from trying to integrate burnout into a specific personality theory. Fischer (1983), a psychoanalyst, attempted to define true burnout as existing only where there is underlying high self-esteem. This is in contrast to the many "worn out" individuals who have low self-esteem, appear to have burnout symptoms and complain a great deal about those symptoms. In Fischer's opinion, the true burned-out individual is more "martyr" like, less complaining, and the susceptibility for burnout really stems from the "illusion of grandiosity" on the part of the ego.

Another approach to the understanding of burnout was easily incorporated into a social competence model (Harrison, 1983). In this explanation, burnout is the loss of motivation and expectation "to do very well at doing good". Harrison was referring to individuals who highly value work, but are unable to achieve their desired goals. In a somewhat similar manner, Heifetz and Bersoni (1983) assumed that potential candidates for burnout must possess a need to

promote growth in others and a need to grow personally on the job.

Nearly all writers on burnout point to such symptoms as loss of idealism, increasing apathy, projection of blame and cynicism as characteristic of burnout. If the work situation does not improve, employees continue to detach themselves from the job and from the recipients of their services. Such responses tend to be reinforcing in terms of more failure, increasing rigidity and deepening the sense of helplessness and futility in one's work. Severe cases could result in deterioration in health, somatization, family conflicts and possible drug/alcohol abuse as final stages of burnout (Brodsky, 1977; Cheek & Miller 1979, 1982; Cheek, 1983).

Maslach (1981,1982) was among the first to emphasize the social and interpersonal uniqueness of burnout and reframe it in terms of a defense mechanism. In the framework of the general adaptational syndrome (Selye, 1983), some degree of life-stress and tolerance of stress is healthy. In this way, burnout does not have a totally negative connotation. In fact, some of the changes which occur may be a necessary adaptation to continue in one's work. An example would be the detachment developed by counselors in order to survive the emotional strain of intense interpersonal

interactions. This is in contrast to viewing burnout as a strictly maladaptive defense (Cherniss, 1977). In this respect, it seems important to consider Farber's (1983) definition of burnout as a process, not an event and, moreover, his view that the process is not identical for each person.

While Cherniss (1977) defined burnout only as a response to acute stress, Maslach and Jackson (1981) viewed burnout as a syndrome response to chronic sources of stress. When writers took the approach that burnout is a response to acute stress, the emphasis has been on work overload, excessive job demands, limited resources, intense emotional involvement and, in general, situations which often appear transitional in nature and susceptible to change. But in a number of organizations and help-giving situations, the cumbersome bureaucracy, the resistive (non-volunatary) client population or limited physical resources do not change. In these situations is burnout inevitable? Reality and experience suggest not. Some individuals survive on stress, cope with resiliency and continue with effective committment (Kobasa, 1979). This does not mean that these individuals do not experience stress and, indeed, at times complain of some symptoms of burnout. In studying the staffs in juvenile detention facilties, there are aspects of stress which are not transitory and do not relent. Detention facilities are

in existence to manage violent and dangerous individuals and that alone constitutes conditions for stress.

While stress and burnout are sometimes equated in the literature, in this study stress is viewed as a precipitating factor and burnout is a form of adaptation to that stress. Writers have not been in agreement whether burnout should be conceptualized as an adaptive defense mechanism which can lead to accomodation or as a purely maladaptive syndrome. For the purposes of this study, burnout is conceptualized as a process, but not one that occurs as a final step in the progression from active problem solving to submission and distortion. This conceptualization follows Maslach (1982) rather than Farber (1983) and Cherniss (1977). If burnout appears in stages, some stages may be successfully resolved much like stress and challange are beneficial when succcessully mastered. Freudenberger (1983), who promotes openess in the conceptualization of burnout, asks provocative questions about burnout: Is it a reoccuring phenomenon in certain individuals, is it a function of the nature of leadership in organization and does it serve as a homeostasic or even heterostasic defense as conceptualized in Selye's (1983) stress response model? In this study, burnout is an adaptational process among human service providers in response to stresses engendered by individual,

work-related and societal factors. The first stages of burnout are not necessarily maladaptive. Burnout becomes negative or maladaptive only when there are observable damaging effects on the service provider (somatization, health problems or dysfunction in the performance of responsibilities) or client (the client experiences hostility, punitiveness, rejection, etc.).

Recently some authors have attempted to operationally define the concept of burnout for the beginnings of methodological research. Bramhall (1981) and Maslach (1981) have constructed separate questionaires or inventories which provide a measure of experienced burnout as defined by each author. Bramhall's survey is quite general since she does not seem to go beyond defining burnout other than being a mental, emotional and physical condition that manifests itself in an array of symptoms. Bramhall asks ten survey questions, each in relation to perceived stress at work, the individual's attitude, feelings and behavior. This type of survey seems applicable to nearly any occupation and is not exclusive to service providers or particularly concerned with the interpersonal effects of job stress. Maslach has been more specific in her attempt to define burnout as related to "people-workers" and her operational definition of burnout cites the critical components of emotional

exhaustion, depersonalization and reduced personal accomplishment. Each aspect in her definition of the burnout syndrome is measured by a separate subscale. The Emotional Exhaustion subscale assesses feelings of being emotionally overextended and exhausted by one's work. The Depersonalization subscale measures an unfeeling and impersonal response towards the recipients of one's service, care treatment or instruction. The Personal Accomplishment subscale assesses feelings of competence and successful achievement in one's work with people. Each subscale has two dimensions: frequency (how often people have these feelings) and intensity (the strength of these feelings).

For the purposes of this study, Maslach's operational definition and measure is utilized. Burnout is conceptualized as a continous variable, ranging from low to moderate to high degrees of experienced feeling. It is not viewed as a dichotomous variable, which is either present or absent. Her inventory asks a series of 22 questions both in terms of frequency of occurrence and intensity of occurrence. Her normative population included counselors, caseworkers, child care workers, police officers and probation officers. Individuals in these occupations share a number of common stress factors with indviduals in youth detention work.

Maslach (1981) stated there is some conern that burnout is identical to job dissatisfaction. These phenomena often have similar sources of stress, but job dissatisfaction has been studied in the context of nearly all occupations. Consequently, scales measuring job dissatisfaction also refer to job complexity, workload excess, organizational restrictions and unpleasant physical conditions as well as problems in communication with management and fellow employees (French, Caplan, and Van Harrison, 1982:). Burnout specifically focuses on "people workers" and the particular stresses which come from interpersonal interaction. Rather than general job conditions, it is the specific effects of the social interaction between the provider and the client which is the focus of burnout research (Maslach, 1982: Ianni and Reuss-Ianni, 1983: Farber, 1983: Jayaratne and Chess, 1983: Eisentat and Felner,1983).

In Maslach's (1981) manual for her burnout inventory, she stated there is some correlation between job dissatisfaction and burnout. She believed, however, that these two phenomenon are separate and that high burnout scores are not necessarily representative of job dissatisfaction. If this is true, the question could be raised whether or not those who express job dissatisfaction feel differently about

leaving their position from those who express high levels of burnout? To clarify the distinction between burnout and job dissatisfaction, several survey questions were included as part of the present study. One question asks if the worker feels job dissatisfied. A second question asks if the worker perceives other jobs as more rewarding. The purpose of these questions is to determine if individuals who report high burnout scores are also dissatisfied with their work and if they perceive other jobs as more rewarding.

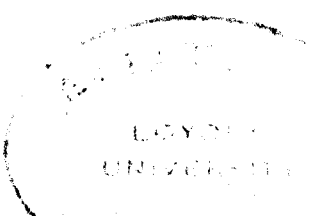
External Sources of Stress

As indicated in the introduction, sources of stress can be viewed as external and internal (Cherniss, 1980). External sources of stress are those related to job demands and job expectations. Internal sources of stress are those which are related to self-expectations. External sources of stress must always be viewed within the system where the worker is employed. For instance, large corporations such as IBM, GM or Beatrice Foods have their own philosophies and policies regarding priorities and treatment of their personnel. Likewise, within a governmental and political system, there are also priorities and policies governing the hiring, firing and treatment of employees. But any given portion of the political or governmental system, such as corrections and detention may hold special status or tend to be ignored

depending upon administrative policy which, in turn, is influenced by the electorate.

Stress in Corrections

The existence of stress in closed institutional settings has been recognized for a long time. Goffman (1961) discussed structures, substructures, groups, subgroups and subcultures within closed or institutional type settings. Goffman noted, for example, there are stresses which may be peculiar to a specific institution because of the authority or supervisory structure or because of a unique social or peer system among the staff. Morgenthau (1980) and Reed (1977) also discussed common external or organizational dynamics which contribute to staff stress and burnout in institutional settings. There are a number of studies which have specifically examined work stress in correctional institutions (Brodsky, 1977, 1982: Black, 1982: Dahl, 1981: Gardner, 1983: Lombardo, 1981: Poole, 1980: Rosefield, 1981). While there is general agreement as to sources of stress within correctional institutions, there are differences as to which stressors appear more critical in a particular institution. Several studies cite the primary stressor as administrative practices and the lack of administrative support (Cheek & Miller, 1982: Stalgaitis, 1981). Other studies focus on the issue of role ambiguity and role



conflict (Brodsky, 1977, Black, 1982). If institutional administration is identified as responsible for the clarification of job roles, then administrative policy is perhaps among the most critical sources of stress in correctional facilties.

Brodsky (1977) studied a group of prison teachers and guards who had filed industrial accident claims or applied for service connected disability benefits. All had physical and psychological symptoms of stress. The study suggested teachers (particularly white teachers) and prison guards had suffered from conflicts among themselves and with the administration over the lack of support for the difficult position they faced in implementing policies. Brodsky suggested that the teachers and guards served as scapegoats when policies and social experiments did not work. Brodsky (1982) also studied groups of correctional employees who had experienced a high level of stress. He found that while the degree of stress was significantly related to the characteristics of the individual employees and their personal situations, much of the stress could be traced to the nature of the work and character and expectations of American correctional institutions. In particular, a significant amount of stress was produced by role conflict and ambiguity, namely, the confusion whether correctional institution itself and

the personnel were perceived to be punitive or treatment oriented.

Dahl (1981) and Poole (1980) both emphasized role ambiguity as a primary source of stress among correctional workers. The dilemma of being in the role of helper/disciplinarian is even more pronounced and taxing for the juvenile detention worker. According to Dahl and Poole, ambiguity in defining staff roles, responsibilities, and procedures often result in a decrease in direct action. In situations where there is high conflict or where inmates or detainees present a potential for violence or physical assault, ambiguity or hesitation may immobilize staff and increase physical danger. In general, both adult and juvenile security institutions tend to favor clear procedures which give the staff a sense of safety and control. However, these procedures may also encourage standardization, uniformity and depersonalization which could present a source of stress for a worker who is more attuned to individual responses. For example, intake and admission procedures often require necessary searches, gathering of information and orientation which may be quite removed from the emotional state of the apprehended youth.

Black (1982) identified the following sources of chronic stress among correctional officers: pressures from

superiors in a rank structure, peer pressure to act in a manner contrary to personal sensitivities or values, fear of harm from inmates, lack of supervisory support, monotony, slow promotional opportunities and, in general, poor communication with staff and inmates. In a series of interviews held in 1976 with a randomly selected sample of 50 corrections officers at a maximum security prison, Lombardo (1981) reported three general sources of occupational stress: inmates, powerlessness and communication. By inmate-related sources of stress, Lombardo referred to the fear and possibility of physical assault and injury.

Other specific sources of stress within closed 24 hour care institutions are often seen in staff communication problems, particularly from shift to shift. A Louisiana State Penitentiary study (Louisiana State Penitentiary Commission, 1980), for example, identified stress experienced by the graveyard shift in their communincations with other shifts. Reed (1977) indicated that within institutions servicing youth, there is also need for appropriate life space for staff, such as separate staff quarters or lounges where the staff can separate themselves from detainees. Reed noted that the staffs' needs at a variety of levels must be distinguished from the youths' needs with some degree of social, emotional and environmental mutability. Reed

believes it is possible for staff to begin to view themselves as being on the same level as the youth. When this occurs, the staff may feel incarcerated or "trapped", and they may begin to develop the same authority problems manifested in the youth.

Stress in Juvenile Work

Often, the most common external source of stress in the helping professions is the discrepancy between environmental demands and available resources (Cherniss, 1980, 1981). In a detention setting, this could result from overcrowding, inadequate staff-youth ratio, excessive paperwork or unrealistic organizational expectations. For instance, even though a youth may be in detention a relatively short period of time, the court or administration might expect the completion of medical, social and psychological reports, as well as social, individual and family assessments. Moreover, in some cases, in order for a detention facility to receive public education funds, each youngster must have an indvidualized educational plan (IEP). Organizational policies and concomitant personnel or time pressures can lead the staff to feeling overwhelmed, fragmented and even threatened. This is particularly devastating if the frustrating conditions are coupled with a sense of helplessness (Cherniss, 1981). Maslach (197- discussed the high level of tension among

staff experiencing an excessive staff-child ratio and unstructured program. Hansen (1981) described this as giving too much, too often, to too many people in need.

Maslach (1978) focused on the role of the clients in creating burnout among the staff. She pointed out that clients may dehumanize the staff, just as staff may dehumanize clients. Daley (1979) also discussed the specific issues that stem from working with youth. Daley believes that the need for attention among youth can contribute to the role ambiguity of the detention worker. For example, should the detention workers be restrictve and punitive with problematic behavior or should they attempt to treat it in a non-punitive or therapeutic manner?

Another source of stress that exists in detention is created by detainees efforts to control one another and their attitude towards authority (Bartollas, 1984; Comier, 1984; Gibbs, 1984). These youth have been brought together because of behavior problems which are often characterized as aggressive and dangerous. In institutions with poor staff-youth ratios and limited programming, there is a danger that the real power and source of control comes from the residential population rather than the staff. Even in a juvenile facility, the staff must protect certain detainees from gang action or inmate intimidation. Physical violence

and the threat of assault towards staff also exist in juvenile facilities (Cormier, 1984). Within institutional settings, workers must deal with all youth assigned to their caseload. Hansen (1981) pointed out that when staff are subjected to hostility and disrespect in situations of isolation, especially in involuntary confinement, stress is high and the situation may be volatile.

While stress is often viewed as occurring in a situation where demands exceed resources, the opposite can also occur. In such a case, stress and burnout result from "underload", boredom and tedium (McGrath, 1970). In institutions that have become too controlling this can happen. If, for example, the goal of the detention center is defined solely in terms of secure detention and physical safety (such as a "lock-down situation) then, for the most part, interpersonal interactions are discouraged.

Burnout becomes more of a likelihood as a self-directed professional becomes increasingly encumbered by institutional constraints or confounded by unrealistic community and organizational expectations (Farber, 1983). Even more than in adult incarceration, there is role ambiguity in juvenile detention since societal expectations concerning incarcerated youth address both punitive and therapeutic goals. Consequently, the staff who are both disciplinarians

and the therapists for the juvenile offender, may show somewhat higher scores both in frequency and intensity of perceived burnout than the population used as a norm in developing the burnout instrument.

Through controlling a number of demographic variables, this study will explore and identify some factors which may be associated with high levels of self-reported burnout among various groups or categories of juvenile detention workers. For example, there is a consensus among juvenile detention workers in Illinois that the employees or detention workers in Cook County have a significantly more difficult job. The reasons for this are the size of the population being serviced as well as the more difficult and hardened gang-affiliated youth. It sould be noted (Appendix G, page 166) that the Cook County detention facility has a bed capacity of 478 with an average daily population of 325, whereas the next largest facility in Illinois has a bed capacity of 34 and an average daily population of 25. Another variable which might predict elevated burnout scores comes from Maslach & Pines (1977) and Maslach (1978). While these studies deal with a different type staff and youth sample, they give some basis for hypothetical prediction of differences in burnout scores as a result of differences in the size of worker caseload. Thus far the literature has

not empirically validated other specific variables as possibly contributing to burnout among detention workers, but in this study, other variables to be explored will be factors such as age, race, sex, marital status, number of years in detention service, religious affiliation and self-rating of religiousness.

Internal Sources of Stress

Role ambiguity in corrections is not only an external source of stress as a result of societal expectations, it can also be the result of individual expectations in relation to work. Farber (1983) noted there may be historical roots for these faulty self-expectations. In juvenile detention, the youth counselor and child care workers may expect themselves to effect some change in detained juveniles and yet they face ambiguities in relation to their role as disciplinarian for the offenders (Farber, 1983).

Cherniss's (1977) observations on the "professional mystique" apply to many individuals who enter child service careers. A fantasy is often presented in the movies or on television where a compassionate youth worker or teacher encounters a disturbed but engaging youth who, after a series of dramatic crises, emerges from the world of mental illness or delinquency. Realities are, however, that youth workers are often involved with adolescents who have long

standing problems. These problems are often not amenable to short term therapeutic intervention.

Cherniss (1977) pointed to five expected outcomes that are generated by the professional mystique. The first is that credentials equal competence and competence leads to a high degree of success in one's work. In the area of effective youth service, however, credentials are a handicap if the professional fails to master the technique of comfortable relationships and interactions with youth. A second element of the professional mystique is related to the expectation that professional status guarantees a high level of personal autonomy and control in one's work. This is particularly untrue within closed and structured institutional settings. Third, there is the expectation at both the professional and non-professional level that once one responds to the youth in an open and therapeutic manner, the youth will be responsive and cooperative. A fourth element is that working with youth is expected to be intrinsically interesting, meaningful and stimulating. These expectations must be accomodated to the atmosphere of a closed institutional setting. Finally, the professional mystique often assumes and anticipates that co-workers are expected to be supportive and collegial. All of these myths may be operative in the young professional entering the field of juvenile detention.

The characteristics of those who enter service in youth alternative institutions have only been superficially evaluated (Freudenberger, 1975: Barrett and McKelvey, 1980: Myer, 1980). Less research has been conducted on individuals who enter the correctional system. Demographic data from many of the smaller detention facilties indicate the average age of the workers is comparatively young and turnover is high after two or three years (Myer, 1980). Myer suggests that these young workers leave to continue their education or broaden their professional experience. However, there are also many individuals who advance from child care worker or counselor to other positions within the correctional or court system. In the development of his interest and attitude scale for adult correctional officers, Gough (1982) attempted to identify the qualities of those whom had been rated highly effective in the performance of correctional work. He identified effective wokers as responsible, dependable and reliable. However, the instrument was biased in the direction of support for these characteristics of effective workers. In addition, Gough's test for reliability and validity appear weak.

Cherniss (1977) includes educational background and training in his concept of "professionalism", which he suggests is a contributing variable in burnout. The Illinois

standards (Illinois Revised Statutes, Chapter 38) defines the professional detention worker as an individual who possesses a bachelor's degree in one of the behavioral sciences. Self-reported levels of burnout can also be compared according to job title or job classification. The classification of teacher, for example, requires distinct training and probably different associated self-expectations compared to correctional officers and youth counselors.

Burnout may occur as a result of conflict between career goals and available opportunities (Morgenthau, 1980). This issue implies self-awareness in terms of anticipated opportunities in relation to opportunities realistically possible. Problems may arise because the organization, institution or agency was not accurately perceived at the entry level. For some individuals there may be a need for continuing growth, career advancements and educational opportunities which are not possible to achieve in detention institutions.

Within the context of job demands and job expectations are considerations of job-person fit. Despite the limitations mentioned eariler, this study does incorporate The Correctional Officers Interest Blank (COIB). The author, Gough (1982), has indicated that although the instrument was developed on adult correctional officers, it should have

applicability to juvenile detention workers because of similar structures and working conditions. Gough believes his instrument taps attitudes and interests of individuals who function well in a highly structured setting and who are capable of utilizing authoritarian issues in a productive manner. In this study, the COIB is used to explore any association in self-reported burnout scores with scores on this attitude and interest scale.

Responses to Stress

The literature on burnout contains many references to external (organizational) and internal coping responses to job stress. External coping responses for the negative or maladaptive stages of burnout include both general and specific techniques for humanizing the work environment, creating alternative institutional structures and designing strategies for handling job stress (Boy, 1980: Bramhall, 1980: Daley, 1979: Edelwich, 1980: France, 1977: Freudenberger, 1977: Goocher, 1978: Hockey, 1983: Maslach, 1978, 1982: Morgenthau, 1981: Pines, 1980: Van Auken, 1979)

A number of studies address application of stress reducing techniques directly to correctional institutions (Brodsky, 1982: Cheek, 1982: Dahl, 1981: Gardner, 1981: Hansen, 1981: Lombardo, 1980: Stalgaitis, 1981: Weiner, 1982). The recommendations include the establishment of

clear guidelines for job expectations and performance, providing support for staff, especially in difficult situations (for example, overcrowding, high tension conditions), allowing decision-making input from line staff, fostering good communication both between administration and staff and among the staff themselves, fostering interdependency among staff (the team approach), and clarification of institutional goals.

Other stress reducing techniques apply to the individual (Aspler, 1981: Cheek, 1983: Hansen, 1981: Poole, 1980). These coping stragtegies emphasize relaxation training, cognitive restructuring, behavior skills and stress innoculation. Certain authors on this subject tend to be quite physiologically and behaviorally oriented (Aspler, 1981; Hansen, 1981). In contrast, others (Cherniss, 1981; Cheek, 1984; Stalgaitis, 1982) are more wholistic in discussing personal strategies, such as the general improvement of individual health, organizing one's work, capitalizing on one's strengths in order to achieve a sense of control as well as fostering a sense of humor in one's work. Cheek (1984) takes a very broad systems approach. In her handbook on stress management for corrections officers and their families, Cheek's approach takes into account family stress, which may not be job-related, but which could contribute to job performance and burnout.

Maslach (1982) pointed out that involvement with clients is central to the experience of burnout. She and others (French, 1982) noted that involvement with co-workers or other people may be an important coping strategy for human service providers. In one of Maslach's studies (1982), she asked physicians how they used various activities as a way of coping with tension. Physicians scoring high on emotional exhaustion were more likely to rate various withdrawal stragtegies as effective ways of coping with stress and tension. These strategies generally involved ways to spend time away from people, avoiding the hospital and contact with the hospital during off hours and focusing on work that did not involve direct contact with people. Furthermore, not only physicians, but also nurses who scored higher on Maslach's depersonalization scale also tended to give higher stress reducing effectiveness ratings to doing tasks that avoid contact with people. On the other hand, strategies of turning towards people (seeking others to talk to, support groups, etc.) were favored by physicians and nurses who scored low on emotional exhaustion and high on personal accomplishment. In view of the apparent effectiveness of social support systems, it would appear that the trends in responses on Maslach's burnout scales would not be confined to physicians and nurses (Jayaratne & Chess, 1984; Rizzo, House & Lirtzman, 1970).

Speculative hypotheses

1) In view of identified higher stress conditions in detention settings, self-reported burnout scores of juvenile detention workers will tend to be somewhat higher than Maslach's normative sample.

2) Only size of caseload and size of the detention institution itself will show some association to higher burnout scores. In contrast, age, sex, race, years in detention service, religious affiliation, self-rating of religiousness and marital status will not be associated to reported burnout scores.

3) Burnout scores of professional juvenile detention workers (those defined by the state standards as possessing at least a bachelor's degree in one of the behavioral sciences), will tend to be higher than detention workers without a bachelor's degree.

4) There will be no anticipated association between scores identifying an individual capable of superior performace in corrections (COIB) and self-reported burnout scores (MBI).

5) Juvenile detention workers who have higher self-reported burnout scores will tend to agree with survey statements that ackowledge high levels of stress in detention work and that health problems are related to job stress.

6) Juvenile detention workers who have higher self-reported burnout scores will tend not to agree with statements that express job dissatisfaction and a desire to change jobs.

7) Juvenile detention workers who have higher self-reported burnout scores will tend to agree with statements that reflect helplessness and an inability to influence their clients.

8) Juvenile detention workers who have higher scores on the depersonalization subscale will tend to agree with a survey statement indicating they prefer to be alone when experiencing job stress. Juvenile detention workers who have lower scores on emotional exhaustion and depersonalization subscales will tend to agree with a survey statement that they prefer to talk to others when experiencing job stress.

CHAPTER III

METHODOLOGY

Procedure

An initial letter (Appendix "A" page 140) was sent to all Illinois detention center administrators and superintendents explaining the nature, purpose and procedure of this study regarding stress and self-reported burnout among juvenile detention workers. A follow-up phone call or personal contact indicated that, at the administrative level, all 13 Illinois facilities would be open to participation.

The survey materials were in the form of coded packets. The packets consisted of an individual cover letter (Appendix "B" page 143), a biographical data sheet (Appendix "C" page 146), two standardized instruments (Appendices "D" page 149 and "E" page 154) and ten survey questions (Appendix "F" page 162). The cover letter assured individual anonimity and explained the voluntary nature of participation. The letter also informed the participants of the intended use of group results. The two standardized instruments each contained its own set of instructions for the purpose of self-administration. It was indicated that

signing the biographical data sheet was optional, but a space for a name was provided in the event that should some essential or additional information be lacking, the investigator would have the option to contact the volunteer. Only the investigator would have access to the coded biographical data sheet as well as to the scoring keys for the standardized instruments.

Arrangements were made by the investigator to visit all detention sites to futher explain the nature of the study as well as initiate the distribution of inventory forms and survey questions. In the majority of the detention facilities, the investigator usually met with the administrators and/or assistant administrators who assumed responsibility for the distribution and collection of packets. In at least three of the institutions, the investigator was able to personally address a majority of the staff and distribute the materials to those present. Because of rotating shifts, security precautions and staff limitations, it was never possible to address all staff members in one meeting. The packets included a self-addressed envelope. This measure provided the option for the respondent, upon completion of the materials, to mail the responses to the investigator or give the sealed envelope to a designated individual in that facility who then forwarded them to the

investigator. All facilties were re-contacted by phone to ascertain if there were any problems or delays in the distribution of materials. The investigator made at least five on-site visits to the Cook County facility. This was necessitated by the very large number of staff and the complexity of the organizational structure of that particular institution. In this facility, the investigator personally distributed the packets as employees came and left the facility on several different days at time of shift changes.

Subjects

The eligible population for this study consisted of all direct care service providers in the 13 Illinois juvenile detention centers. Direct care service providers referred to all full-time care providers which included counselors, caseworkers, social workers, child care workers, childrens' attendants, recreation workers, nurses, supervisors, correctional officers and teachers. While teachers are often looked upon as additional staff, technically they are contracted by the detention center through the local board of education. However, because of their daily contact with the detainees, it was appropriate to include them as direct care service providers. It should be noted that although there were many different designations for staff in detention centers, many of these were strictly job titles in a

specific institution. The personnel (e.g. counselors, child care workers, correctional officers) were performing similar functions and had comparable job responsibilities. Appendix "G" (page 166) contains a listing of the 13 Illinois detention facilities with specific descriptive data on size and job titles for the direct care service providers in that facility. Excluded from the study were part time staff and staff whose function was primarily administrative, dietary, clerical or whose responsibilities did not include direct interaction with detainees.

Administrative data indicated there were approximately 411 full time eligible direct care service provider positions in the 13 Illinois detention facilities. There were approximately 169 staff positions in the 12 smaller detention facilties and approximately 242 positions in the Cook County Temporary Detention Center. Exact number of staff positions were not given because at some facilities not all positions were filled or some positions were dependent upon detainee population fluctuation.

The sample for this study is considered purposive for several reasons. First, it was important to select a sample of detention facilities covered by the same regulatory policy. Regulatory power often differs from state to state. Within a given state, it would be important that all or at

least most of the detention facilities were represented. In Illinois this was seen as a feasible project. Furthermore, in surveying Illinois detention workers, this study included a uniquely large metropolitan facility. There are relatively few juvenile detention facilities in the United States the size of the Cook County facility. The location and size of the Cook County facility have implications with respect to some of the variables identified as supposedly contributing to higher levels of stress (e.g. more organizational complexity, significantly larger numbers of detainees, more difficult and violent youth because of gangs and urban conditions).

As noted in the review of the literature, the Illinois State Standards define a professional within juvenile detention as anyone possessing at least a bachelor's degree in one of the behavioral sciences. While this is a very broad and imprecise definition of a "professional", it did allow, for the purposes of this study, some comparison on the basis of educational background. The description of job duties and responsibilities did not differ significantly, for example, for a juvenile detention officer, a youth counselor or a children's attendant. The hiring criteria for all direct care service providers, regardless of job title, for 12 detention facilities (i.e., all except Cook County)

currently require at least a bachelor's degree. The Cook County facility has approximately 190 positions classified as "childrens' attendant" which require examination and screening by a civil service board, but eligibility for these positions does not require a bachelor's degree. Other direct care service positions at the Cook County facility generally require at least a bachelor's degree. Of the 43 responding childrens' attendants, five reported having a college degree.

Instrumentation

a) The Maslach Burnout Inventory (Maslach & Jackson, 1981) consists of 22 items in three subscales: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). Each item is answered on two dimensions, frequency and intensity. This format allows a wider range of expression since each item receives two scores. This instrument was chosen on the basis of its relevance to the evolving concept of burnout as defined in the review of the literature. Futhermore, job aspects of a number of the occupations of human service providers represented in the scale development were similar to those of detention workers. Occupations represented in the scale development consisted of the following: 142 police officers, 132 nurses, 125 agency administrators, 116 teachers, 97 counselors, 91

social workers, 68 probation officers, 63 mental health workers, 43 physicians, 40 psychologists and psychiatrists, 31 attorneys, and 77 others. A facsimile of the instrument's instructions for responding and a listing of items is included in Appendix "D" (page 149).

Maslach & Jackson (1981) examined the reliability and test-retest reliability for the six subscales. The reliability coefficients for the subscales of the MBI were the following: .90 (frequency) and .87 (intensity) for Emotional Exhaustion; .79 (frequency) and .76 (intensity) for Depersonalization; and .71 (frequency) and .73 (intensity) for Personal Accomplishment. Data on test-retest reliability of the MBI involving test sessions separated by an interval of 2-4 weeks were the following: .82 (frequency) and .53 (intensity) for Emotional Exhaustion; .60 (frequency) and .69 (intensity) for Depersonalization; and .80 (frequency) and .68 (intensity) for Personal Accomplishment. Although these coefficients range from low to moderately high, all were significant beyond the .001 level.

Maslach & Jackson (1981) demonstrated convergent validity for the MBI in several ways. First, an individual's MBI scores were correlated with behavioral ratings made independently by a person who knew the respondent well, such as a spouse or co-worker. Second, MBI scores were correlated

with the presence of certain job characteristics that were expected to contribute to experienced burnout. Third, MBI scores were correlated with measures of various outcomes that had been hypothesized to be related to burnout. All three sets of correlations provided substantial evidence for the validity of the MBI.

Maslach & Jackson (1981) obtained further evidence of the validity by distinguishing it from measures of other psychological constructs that might be presumed to be confounded with burnout. For instance, a comparison of subjects' scores on the MBI and JDS (Job Dissatisfaction Scale) indicated that less than 6% of the variance is accounted for in any of the correlations and that tends to reject the notion that burnout is simply a synonym for job dissatisfaction.

b) The Correctional Officers' Interest Blank is a 40 item interest and attitude scale developed by Gough (1982) over a 25 year period from his research in the areas of adult correctional settings. COIB assists in the identification of applicants and correctional officers of both sexes who possess the temperament and personal qualities required for superior performance in correctional work. Developed on 1,167 California and federal correctional officers and cross-validated on 500 officers from six states, the COIB

has proven to be the best single predictor of job performance in massive testing study of correctional officers in a midwestern state. Gough stresses COIB's present value as a research tool.

Scores on the COIB are moderately predictive of performance as a correctional officer. The median co-efficient in cross-validating samples was found to be .31. This instrument is also reported as moderately predictive of job stability with a correlation of .30 and a correlation of .17 with persistence in employment. The median correlation of .31 with ratings of performance, if corrected for an estimated general reliability for those ratings of .75, rises to .36. This coefficient of .36 may be taken as the best current estimate of validity for the test as a predictor of performance (Gough, 1982).

This instrument has yet to be cross-validated to determine its applicability for job performance among juvenile detention workers. However, it was utilized in this study because of possible correlations of performance in this type of work and self-reported levels of burnout. Gough himself indicated he thought it would be appropriate to use this instrument with youth detention workers because of similarities in the institutional characteristics of adult and juvenile incarceration. A facsimile of the COIB is presented in Appendix "E" (page 154).

c) Survey questions. In the process of discussing this study with administrators, supervisors and other professionals, a number of questions were generated related to the problems of juvenile service providers. The issues discussed focused on job stress and interaction with detainees. Four supervisors were asked to describe the attitudes or characteristics of at least two individuals they felt functioned well in detention and at least two individuals who seemed quite unhappy or ill-suited to their jobs. From approximately 15-20 statements, a panel of three Ph.D. psychologists selected ten statements on the basis of clarity and possible association with levels of self-reported burnout. The statements became part of the survey packet and were presented on a likert type rating scale. A table of random numbers was used to determine the order in which they appeared in the survey. In addition, a table of random numbers was used to select the direction of the likert type scale. Six statements were rated from agree to disagree and four statements were rated from disagree to agree.

Three statements concerned the perception of stress in detention work. Respondents were asked to agree or disagree that work in detention is stressful, that relief from stress at work in detention is available, and that job stress is related to personal health problems. Three of the ten

statements were related to job dissatisfaction. Respondents were asked if they experienced job dissatisfaction, if they believed that a job in another area might be more satisfying and if they felt that work related stress precipitated a desire to leave their present position. Two statements addressed the efficacy of school work for incarcerated youth and the influence of detention staff on detainees. Two statements determined if respondents coped with job stress by talking to other people or avoiding them. The ten survey statements are listed in Appendix "F" (page 162) as they appeared in the packet given to participants.

Finally, one open-ended question asked respondents about the three most stressful aspects of their work in juvenile detention. Another open-ended question asked respondents to identify three ways in which they dealt with job related stress. These two open-ended questions immediately follwed the ten survey statements.

Statistical Design

A major focus of this study was to identify contributing factors to high levels of self-reported burnout. This was attempted through a comparison of differences in mean burnout scores and correlations on specific variables. The statistical paradigm is represented with the dependent variables consisting of the six MBI subscale scores: emotional

exhaustion; frequency and intensity: depersonalization; frequency and intensity: and personal accomplishment; frequency and intensity. Location and size of facility, caseload size and educational level of the human service providers are the predicted critical independent variables. In addition, variables such as sex, age, race, religion and years in detention service will be explored to determine any association with burnout scores.

There were several secondary objectives within the study. The first was to determine whether any correlation exists between burnout (MBI) scores and scores obtained on COIB, an instrument useful in identifying superior performance in correctional work. Second, subscale scores on the burnout instrument were analyzed to determine any correlation with ten survey statements. These statements addressed perceptions of job stress, job dissatsifaction, health concerns and job related attitudes.

The following are the research hypotheses:

1) Mean scores of Illinois juvenile detention direct service providers will not differ significantly from mean scores of the Maslach normative sample. This will be evaluated through a t-test for significant difference in mean group scores at the .05 level of confidence.

2) Controlled demographic and biographical variables will show no association to variations in burnout scores. This will be evaluated through a multiple regression analysis with further analysis utilizing anova, correlational and ancova procedures.

3) Mean scores of professional juvenile detention workers (as defined by the Illinois standards) will not differ significantly from non-professional detention workers. This will be evaluated through a t-test for significant difference in mean group scores at the .05 level of confidence.

4) There will be no association between burnout scores (MBI) and scores on a test measure (COIB) alleged to identify interest/attitudes of correctional officers as well as identify individuals capable of superior performance in the field (COIB). This will be evaluated through correlational techniques.

5) There will be no association between burnout scores (MBI) and the tendency to agree or disagree with statements concerning perceptions of job stress. This will be evaluated through correlational procedures.

6) There will be no association between burnout scores (MBI) and the tendency to agree or disagree with statements concerning job dissatsifaction and the intention to leave detention work. This will be evaluated through correlational procedures.

7) There will be no association between burnout scores (MBI) and the tendency to agree or disagree with statements concerning the importance of schoolwork for incarcerated youth and staff influence on the detainees' behavior during detention. This will be evaluated through correlational procedures.

8) There will be no association between burnout scores (MBI) and the tendency to agree or disagree with statements concerning whether the individual talks to or avoids others when experiencing stress at work. This will be evaluated through correlational procedures.

CHAPTER IV

RESULTS AND DISCUSSION

The results are reported in two sections. The first section contains the descriptive data on the responding sample. The second section includes the results and analysis of data and discussion related to the research hypotheses.

Results on Responding Sample

From the total eligible sample of 411 full-time service providers in Illinois, there were 219 respondents, four of whom had to be eliminated because of incomplete responses to a part of one or another of the measures. These four respondents had chosen not to sign the coded biographical data sheet and therefore could not be contacted to complete the missing responses. The 215 respondents represent 52% of the total population of direct service providers in juvenile detention facilities in Illinois. The usable sample included 133 out of the possible 169 workers (79%) in the 12 facilities outside of Cook County and 82 out of a possible 242 workers (34%) in the Cook County detention facility.

Since there were participants from all thirteen eligible detention facilities in Illinois (100%) and 52% of all

direct service providers responded, this study is fairly representative of Illinois detention workers. The Cook County respondents represent 38% of the total studied sample and non-Cook County respondents represent 62% of the total studied sample. The only under-representation in the study sample comes in the Cook County job classification of "childrens' attendent". Of this group only 44 out of a possible 191 responded. It is interesting to note that this is the only job category or classification where the direct service providers in Illinois are not required to have a college degree. If one would consider only those direct service providers in Illinois whose position requires a college degree, the study sample would represent 79% of juvenile detention workers in the 12 non-Cook County facilities and 75% of the college degree Cook County staff. However, the nature of the job responsibilities and interactions with the detainees is the legitimate basis for the inclusion of childrens' attendant in the study.

It is unfortunate that such a large percentage of the childrens' attendents chose not to respond. An informal inquiry and conversations with supervisors indicated that at the Cook County facility a large number of staff were uncomfortable with issues of confidentiality. Despite reassurances, staff felt it safer not to respond at all.

Also some staff at this level reported they were uncomfortable in responding to any type of survey which is not mandatory. On an observational level, it was noted that childrens' attendants were often in a rush to enter or leave the detention area and were less inclined to listen to the brief explanation of the study. Many accepted the packet and verbally agreed to participate, but failed to do so. The investigator made several return trips to the Cook County facility to personally request those who had accepted the packets, to complete and return them. Other strategies for increasing participation are suggested in the next chapter.

In the following tables, detention facilties will be designated by the county in which they are located. All detention facilities, except for Cook County, are serving one or more adjoining counties. Table 1 indicates the number of staff that responded from each facility, the mean age, age range, mean number of years of experience in detention settings and mean number of years working in their present position.

TABLE 1

Number of respondents, mean ages and years of experience

	n	mean age	age range	mean # of yrs in det.	mean # of yrs in present position
Adams	11	29.18	24-40	2.82	1.91
Champaign	5	29.20	22-37	1.80	1.40
Cook	82	41.39	25-70	10.05	8.46
DuPage	14	36.93	23-63	4.21	3.86
Kane	17	33.35	23-60	4.13	3.54
Knox	9	29.00	22-32	5.89	4.86
Lake	12	31.00	23-43	2.83	1.92
LaSalle	8	24.63	22-26	2.13	2.13
Madison	15	32.40	22-48	3.80	3.20
Peoria	9	28.33	23-36	4.44	3.89
St. Clair	12	35.80	21-67	5.25	5.00
Sangamon	13	29.08	22-45	3.23	2.46
Winnebago	8	32.57	22-57	5.50	4.38
Totals	215	35.25	21-70	6.26	5.25

The mean age of the non-Cook County sample was 31.4 years and a mean of 3.9 years experience in detention work. The Cook County sample showed a mean age of 41.4 years and a mean of 10.1 years experience in detention work. The large difference in mean age and mean number of years of experience of the Cook County sample compared to the non-Cook County sample is probably due to several factors. The majority of positions at the Cook County facility are filled through Civil Service appointments. These positions remain desirable because of the job security, benefits and excellent pension plan. These factors, which do not exist in the same manner in non-Cook County facilities, promote longevity in the system. Another factor is that a very large number of positions in the Cook County facility do not require a college degree. Combining the benefits of job security, fringe benefits and pension does not encourage the individual without a college degree to enter the general job market.

Table 2 gives a breakdown of the sample population according to race and sex and gives the percentage of eligible staff responding in that facility. Since only six individuals idenitified themselves as Asian, Oriental or Hispanic, they were merged into the one category called "other".

TABLE 2

Respondents according to race and sex

	n	% of dsp*	Race C*	Race B*	Race O*	Sex M	Sex F
Adams	11	85	9	2	0	6	5
Champaign	5	56	9	5	0	3	2
Cook	82	34	25	54	3	64	18
DuPage	14	82	13	0	1	9	5
Kane	17	85	11	4	2	11	6
Knox	9	82	8	1	0	5	4
Lake	12	71	10	2	0	6	6
LaSalle	8	67	7	1	0	3	5
Madison	15	88	12	3	0	8	7
Peoria	9	75	7	2	0	6	3
St. Claire	12	67	10	2	0	9	3
Sangamon	13	87	7	6	0	9	4
Winnebago	8	73	7	1	0	5	3
Totals	215	(52% of T)	131	78	6	144	71
Percent of sample			61%	36%	3%	67%	33%

* dsp = percent of eligible direct service providers in that facility; C = Caucasian, B = Black, O = Others.

Table 3 shows the number of respondents represented in the job classifcations listed on the biographical data sheet. The "specialist" category includes those respondents who indicated a job title that was not within the checklist. These individuals held full-time positions in the larger facilities and these were not full-time positions in the majority of detention centers. These specialists included nurses (4), psychologists (3), teachers' aides (2) and learning disabilities specialists (2). They were grouped together for statistical purposes.

TABLE 3

Respondents according to job titles

	n	% of sample
Teacher	31	15
Counselor; youth worker*	77	36
Childrens'attendant; recreation worker*	44	20
Detention officer; corrections' officer*	22	10
Supervisor	30	14
Specialists	11	5
Totals	215	100

*The job title for a direct service provider varies from one detention facility to another. Appendix G (p.) contains a listing of facilities along with the designation of the job titles.

Results in Relation to Research Hypotheses

In the following tables the Maslach Burout Inventory (MBI) subscales will be identified as follows; emotional exhaustion frequency (EEF); emotional exhaustion intensity (EEI); depersonalization frequency (DPF); depersonalization intensity (DPI); personal accomplishment frequency (PAF); personal accomplishment intensity (PAI).

Tables 4 (page 73), 5 (page 74) and 6 (page 75) give the MBI subscale mean scores in the 13 Illinois county

facilities. The small n in several facilities discouraged statistical comparison of mean scores against one another. However, on a pragmatic basis, a consultant or investigator might be able to identify and define some specific areas of concern in conducting a workshop or seminar at a particular detention facility. For instance, one might explore with a small staff why the scores in that facility on the emotional exhaustion and depersonalization subscales vary from the total mean or means of other small detention facilities.

TABLE 4

Mean scores on Maslach's Emotional Exhaustion Scales

		Frequency (EEF)		Intensity (EEI)	
	n	Mean	SD	Mean	SD
Adams	11	14.27	7.52	20.27	12.46
Champaign	5	17.40	14.54	23.00	16.05
Cook	82	12.70	10.99	17.23	13.63
DuPage	14	23.86	11.63	31.93	10.67
Kane	17	12.59	8.01	19.53	12.87
Knox	9	25.22	10.43	32.11	10.83
Lake	12	21.50	10.43	26.75	13.75
LaSalle	8	20.25	8.65	26.00	7.62
Madison	15	19.40	10.33	28.00	13.65
Peoria	9	26.67	15.94	35.78	18.91
Sangamon	13	19.62	10.68	26.15	14.24
St. Clair	12	19.83	17.40	25.42	22.30
Winnebago	8	18.00	8.88	21.13	12.06
Totals	215	16.96	11.83	22.80	14.78

TABLE 5

Mean scores on Maslach's Depersonalization Scale

		Frequency (DPF)		Intensity (DPI)	
	n	Mean	SD	Mean	SD
Adams	11	6.09	5.99	8.82	8.80
Champaign	5	5.00	2.74	9.80	5.26
Cook	82	6.07	6.22	8.06	7.50
DuPage	14	9.50	6.22	14.21	10.52
Kane	17	5.18	5.38	7.06	7.28
Knox	9	14.89	5.93	18.22	6.43
Lake	12	7.50	5.63	8.92	6.68
LaSalle	8	12.63	5.07	13.13	7.32
Madison	15	12.80	5.86	15.00	7.76
Peoria	9	11.67	5.50	16.33	9.99
Sangamon	13	7.08	4.17	9.46	6.68
St. Claire	12	12.17	6.78	15.50	8.33
Winnebago	8	7.63	6.14	9.38	7.48
Totals	215	8.05	6.39	10.50	8.29

TABLE 6

Mean scores on Maslach's Personal Accomplishment Scale

		Frequency (PAF)		Intensity (PAI)	
	n	Mean	SD	Mean	SD
Adams	11	35.27	8.51	37.64	8.37
Champaign	5	40.20	4.66	41.60	8.53
Cook	82	33.18	10.13	36.45	10.15
DuPage	14	31.71	10.29	37.29	7.83
Kane	17	36.53	7.15	40.82	9.38
Knox	9	36.67	2.74	40.89	4.43
Lake	12	37.33	6.31	39.42	5.95
LaSalle	8	34.38	8.45	40.38	9.56
Madison	15	33.60	6.22	37.87	4.91
Peoria	9	32.44	7.52	36.67	7.18
Sangamon	13	34.54	7.74	39.92	8.08
St. Clair	12	28.08	9.08	31.33	9.72
Winnebago	8	35.18	10.56	41.00	9.07
Totals	215	33.91	8.86	37.73	8.93

Hypothesis # 1

The first research hypothesis concerned the study sample in relation to the Maslach normative sample. Given the institutional setting (Brodsky, 1977, 1982; Black, 1982; Dahl 1981; Gardner, 1983), the conduct of clients (Lombardo,1984; Maslach, 1978), and role ambiguity (Colyar, 1983; Harrison, 1980; Poole & Regoli, 1980; Rizzo, House & Lirtzman, 1970), it was anticipated that juvenile detention workers would report more burnout than the normative sample. While this was not verified on the emotional exhaustion (EEF and EEI) and depersonalization (DPF and DPI) subscales, the hypothosis was supported on the personal accomplishment (PAF and PAI) subscales. The emotional exhaustion and depersonalization subscale scores were significantly different from the normative sample's scores in the oppposite of the predicted direction.

Table 7 gives the t values for differences between the mean scores of Maslach's normative population and the mean scores of Illinois juvenile detention direct service providers.

TABLE 7

Mean scores of MBI's normative sample versus study sample

	Maslach sample (freq. n = 1400) (inten. n = 1936)		Illinois sample (freq. n = 215) (inten. n = 215)			
Variable	Mean	SD	Mean	SD	df	t
EEF	24.08	11.88	16.97	11.84	1613	8.0799**
EEI	31.68	13.84	22.81	14.78	2149	5.6888**
DPF	9.40	6.90	8.06	6.40	1613	2.3518*
DPI	11.71	8.09	10.50	8.29	2149	2.0576*
PAF	36.01	6.93	33.91	8.87	1613	3.3193**
PAI	39.70	7.68	37.73	8.93	2149	3.1095**

* significant at the .05 level of confidence.
** significant at the .01 level of confidence.

These findings suggest that respondents in the present study appear to have a reduced sense of personal accomplishment (more burnout) in their work than the normative sample. It should be noted on this scale that a low score reflects reduced personal accomplishment. It is only in this one aspect of Maslach's operational definition of burnout that the speculative hypothesis was supported.

In two aspects of Maslach's operational definition of burnout (emotional exhaustion and depersonalization)

juvenile detention workers report less burnout than the normative sample. One possible explanation for the lower scores among detention workers on these subscales is that alleged sources of stress are perceived more by those outside the institution than by those working in the institution. Moreover, the high level of control in a secure institution may help alleviate interpersonal stress for some individuals. However, surveys of perceptions of stress in correctional facilities tend to discount such an explanation (Cheek & Miller, 1979; Cormier, 1984; Dahl, 1981; Gardner, 1981; Rosefield, 1981). Another possible explanation for the lower burnout scores on the "emotional" subscales is that correctional workers or others in this type of setting may more likely be high repressors (Black, 1982; Brodsky, 1977; Cheek & Miller, 1979; Gibbs, 1984; Inwald, 1982; Myer, 1980). Consequently, they may respond in a different manner to questions on feelings about work, job related stress and response to clients.

Additional considerations in evaluating differences in mean scores are found in differences between Maslach's normative sample and the Illinois sample. While there are similarities in some occupational aspects of the normative sample, it could be argued that the "guard" aspect of the detention workers' role dominates or even possibly

eliminates the "helping" role. This would decrease the intensity of the interpersonal and emotional stress and explain the lower mean scores on those two aspects of the Maslach Inventory. However, such an explanation or viewpoint of the detention workers' perception of the role is not supported by the literature directly related to the field (Brodsky, 1982; Carbone, 1984; Cheek, 1979, 1982. 1983; Gibbs, 1984; Hammergren, 1984; Huntley, 1984; Vinter, 1976).

Another consideration in differences in samples is that 40% of the respondents in this study were non-Caucasian and of this group a full 36% were Black. In Maslach's sample only 19% were non-Caucasian. The mean scores of Maslach's non-Caucasian sample on the emotional exhaustion and depersonalization subscales tended to be lower than the Caucasian sample. Differences between mean scores of Blacks and Caucasians are further discussed below.

Hypothesis # 2

The second hypothesis addressed the association between demographic and biographical variables and higher or lower burnout scores. The following variables were examined for any association with variations in MBI subscale scores: size and location of detention facility, caseload size, educational level, sex, race, age, marital status, years in detention work, years in present position, religious affiliation and self-rating of religiousness. It had been predicted on the basis of relevant literature that facility size and location, caseload size and educational level would be associated with differences in MBI scores. All variables were initially explored through multiple regression procedures. The following variables were identified as showing significant association with variations on one or more of the six MBI subscales: facility size and location, educational level, race, age, religious affiliation, self-rating of religiousness and years in detention. Sex, marital status, caseload size and years in present position were identified as not having a statistically significant association with MBI subscale scores. The multiple regression data is too cumbersome to report in its entirety, but the variables showing significant association with MBI scores are discussed and further analyzed in the following text.

It was anticipated that the size and location of the Cook County facility compared to the non-Cook County facilities would affect MBI subscale scores. The speculative hypothesis suggested that high stress in a large urban detention center would contribute to higher reported burnout scores. Table 8 compares the mean scores of Cook County juvenile detention workers to the mean scores of detention workers in the other twelve county facilities.

TABLE 8

t-test on mean scores for Cook County vs. non-Cook County

variable	Cook County (n = 82)		non-Cook County (n = 133)		df	t
	Mean	SD	Mean	SD		
EEF	12.69	10.98	19.60	11.60	213	4.3232**
EEI	17.23	13.62	26.24	14.45	213	4.5393**
DPF	6.07	6.21	9.27	6.22	213	3.6700**
DPI	8.06	7.49	12.00	8.42	213	3.4768**
PAF	33.18	10.13	34.36	7.99	213	0.9461
PAI	36.45	10.14	38.51	8.03	213	0.6554

** significant at the .01 level of confidence.

There were significant differences in mean scores between Cook County and non-Cook County detention workers on

the emotional exhaustion and depersonalization subscales, but not on the personal accomplishment subscales. This finding suggests that Illinois detention workers report a similar level of (high) burnout on the component of reduced sense of personal accomplishment whether they work in a large or small detention facility. On the components of emotional exhaustion and depersonalization, the Cook County workers report significantly less burnout than non-Cook County workers. Since it was theorized that stress would be greater because of the nature and conduct of the detainees, the finding is opposite to anticipated results. The interpretation of these differences in mean scores is not clear. Does a large institution inhibit intense interpersonal interaction and reduce the tendency to report emotional exhaustion and depersonalization? That question cannot be answered through available data. It should be noted, however, the Cook County sample differs from the non-Cook sample on several significant variables, namely, race, educational level and age. The Cook County sample was 70% Black, compared to only 20% in the remainder of the study sample. Additional information and insight on this problem was achieved by the comparison of mean scores of the total study sample according to race

Table 9 gives analysis of variance results on the variable of race for the MBI subscales of EEF, EEI, DPF and DPI in which the F probability was significant at the .01 level. Scores on the personal accomplishment subscales (PAF & PAI) did not appear to be associated with race at a statistically significant level.

TABLE 9

ANOVA for race by EEF, EEI, DPF & DPI

Variable EEF by variable race

Source	DF	Sum of Squares	Mean Squares	F	Sig. of F
Between groups	1	2235.6422	2235.6422	17.1557	.0000
Within groups	213	27757.1299	130.3152		
Total	214	29992.7721			

Variable EEI by variable race

Between groups	1	3110.2347	3113.2347	15.1802	.0001
Within groups	213	43640.9467	204.8871		
Total	214	46751.1814			

Variable DPF by variable race

Between groups	1	927.1939	927.1939	27.0995	.0000
Within groups	213	7287.6619	34.2144		
Total	214	8214.8558			

Variable DPI by variable race

Between groups	1	1090.5683	1090.5683	17.5266	.0000
Within groups	213	13253.6642	62.2238		
Total	214	14344.2326			

These findings indicate that like facility size, race is not associated with differences in scores on the personal accomplishment subscales. Illinois detention workers, regardless of race, report a similar level of (high) burnout on the factor of reduced personal accomplishment in this job. However, throughout Illinois detention facilities, Black detention workers report less burnout on the factors of emotional exhaustion and depersonalization. At this time there does not appear to be theoretical or empirical data to explain why Blacks respond differently on certain MBI subscales. Educational level and age will be discussed under hypothesis # 3.

Another variable which showed statistical association with MBI subscales was the biographical item identifying religious affliliation. Individuals who identified themselves as belonging to a specific religious group or denomination were more likely to report a sense of increased personal accomplishment in their work. Affiliation with a religious group showed significant association with variations in scores on the personal accomplishment frequency (PAF) and personal accomplishment intensity (PAI) subscales. Religious affliliation did not show significant association with the subscales EEF, EEI, DPF, and DPI. Table 10 reports the Anova data for this variable on the two subscales in

which association was significant at the .05 level of confidence.

TABLE 10

ANOVA for religious affiliation and PAF & PAI

Variable PAF by religious affiliation

Source	DF	Sum of Squares	Mean Squares	F	Sig. of F
Between groups	1	305.6111	305.6111	4.1389	.0432
Within groups	208	15358.4889	73.8389		
Total	209	15664.1000			

Variable PAI by religious affiliation

Between groups	1	331.7135	331.7135	4.2433	.0407
Within groups	208	16260.2103	78.1741		
Total	209	16591.9238			

The findings of the present study are consistent with Cherniss' (1980) and Cherniss and Krantz (1983) theory concerning the religious person and job satisfaction. This theory describes an indvidual's identification with the ideological community as an antidote to burnout. Kobasa (1979) also suggests that the person who feels committed to a clear value system is more likely to cope with stress in a healthier manner.

Two other biographical items indicated significant association with one or more MBI subscales; self-rating of religiousness and number of years in detention service. Correlational procedures were used to explore the association between MBI scores and the variables of years in detention and self-rating of religiousness. Table 11 contains the correlation coefficients for these variables.

TABLE 11

Correlational data for the MBI scales

Variable	EEF	EEI	DPF	DPI	PAF	PAI
religi-ousness	.06	.09	.15**	.07	-.12*	-.10
years in detention	-.11*	-.11*	-.18**	-.10	.02	.04

* significant at the .05 level of confidence
** significant at the .01 level of confidence

These correlations are quite low and possibly represent a chance association. The negative association between the personal accomplishment score and self-rating for being religious is consistent with the earlier findings acknowledging a religious affiliation and a greater sense of personal accomplishment in work (Cherniss & Krantz, 1983). The slight positive association between increased experience of

depersonalization and self-rating for religiousness is difficult to interpret theoretically. There is no indication in the literature reviewed that individuals rating themselves as being very religious would be more inclined to report greater depersonalization in their interactions with recipients of their services.

As shown in Table 11 (page 87), number of years in detention service was found to be significantly associated with the emotional exhaustion subscales and the depersonalization frequency subscale. The correlations are low but do, perhaps, reflect a trend in accomodation theory (Cherniss, 1980; Maslach, 1982). The theory sugests that with age, burnout may be less intense and reflects an adaptive coping stage. The correlations for years in detention were negative, indicating that as years in detention increased, scores on the emotional exhaustion and depersonalization subscales decreased. Cherniss and Maslach both suggest that with time and experience, individuals learn effective ways to cope with recurrent job stress.

Hypothesis # 3

The speculative hypothesis that more training or education was likely to increase the potential for burnout (Cherniss, 1980), was supported in the present findings. This was demonstrated in the significant differences

reported in mean scores between those detention service providers holding a college degree compared to those not holding a college degree. Table 12 gives the t-test values for those direct service providers having a college degree compared to those not having a college degree. Results of analysis of the data showed significant differences in mean scores on emotional exhaustion subscales and depersonalization frequency, but not on the depersonalization intensity or personal accomplishment subscales.

TABLE 12

t-test on college degree versus non-college degree staff

Variable	College Degree (n=163)		No College Degree (n=52)		df	t
	Mean	SD	Mean	SD		
EEF	18.41	11.78	12.42	10.92	213	3.2493**
EEI	24.49	14.50	17.51	14.53	213	3.0199**
DPF	8.71	6.33	5.98	6.21	213	2.7259**
DPI	11.03	8.26	8.82	8.21	213	1.6806
PAF	34.31	8.40	32.63	10.15	213	1.1941
PAI	38.04	8.86	36.73	9.14	213	0.9264

** significant at .01 level of confidence.

These findings support the hypothesis and are essentially consistent with burnout theory (Bramhall & Ezell, 1981; Cherniss, 1980; Maslach & Jackson, 1982). All juvenile detention workers report (high) burnout on the personal accomplishment subscales regardless of educational background. In this aspect of burnout, mean scores are not affected by educational background probably because this subscale is the closest to the concept of "job dissatisfaction". The subscales of emotional exhaustion and depersonalization are more closely identified with burnout theory in terms of interpersonal interaction and emotional investment. On these subscales, educational background is a critical variable in raising the mean subscale score. Even though the depersonalization intensity subscale mean scores were not statistically significant, the differences followed the pattern of mean subscale scores.

Another manner of comparing educational and/or professional qualification and training in direct care service in juvenile detention facilities is by job classification. All positions other than "childrens' attendant" have a minimum requirement of at least a college degree. Other job classification titles indicate differences in terms of training and expectations. For example, teachers, detention officers and counselors differ in educational background and training

and job definition. Because of a very low number in the job classifications of nurse, psycholologist and learning disabilties specialist, these few individuals were combined into one category labeled "specialists". This grouping is for statistical purposes only.

Tables 13 (page 92), 14 (page 93) and 15 (page 94) give the means and standard deviations for respondents in the various job classifications in detention work.

TABLE 13

Mean scores on Maslach's Emotional Exhaustion Scale

		Frequency (EEF)		Intensity (EEI)	
	n	Mean	SD	Mean	SD
Teacher	31	17.74	13.72	22.96	14.69
Counselor	77	19.70	11.17	25.24	13.99
Attendant	44	9.11	8.74	13.97	13.52
Detention officer	22	18.54	15.06	24.04	18.21
Supervisor	30	19.30	8.85	29.13	12.04
Specialist*	11	17.54	9.92	20.90	10.84
Totals	215	16.96	11.83	22.80	14.78

* Specialist = psychologist, nurse, aide, and language specialist

TABLE 14

Mean scores on Maslach's Depersonalization Scale

		Frequency (DPF)		Intensity (PDI)	
	n	Mean	SD	Mean	SD
Teacher	31	8.36	6.61	11.54	9.47
Counselor	77	9.07	6.47	11.14	8.40
Attendant	44	4.34	4.29	6.75	6.80
Detention officer	22	10.13	6.17	13.04	7.53
Supervisor	30	8.43	6.21	11.46	8.01
Specialist*	11	6.18	4.30	7.81	5.51
Totals	215	7.87	6.19	10.37	8.18

*Specialist = psychologist, nurse, aide and language specialist

TABLE 15

Means on Maslach's Personal Accomplishment Scale

		Frequency (PAF)		Intensity (PAI)	
	n	Mean	SD	Mean	SD
Teacher	31	33.12	11.81	36.96	9.68
Counselor	77	34.49	7.03	38.92	8.66
Attendant	44	32.04	10.01	36.31	10.58
Detention officer	22	32.45	8.30	34.63	9.23
Supervisor	30	36.26	6.03	39.80	5.51
Specialist*	11	33.63	9.23	37.72	7.15
Totals	215	33.79	8.65	37.73	8.93

*Specialist = psychologist, nurse, aide and other specialists

One way analysis of variance of the six mean MBI scores according to the six job title classifications indicated group means were not significantly different on the personal accomplishment frequency and intensity subscales. However, the F probability indicated significant differences on the other four subscales. These findings support the hypothesis and are consistent with findings based on educational level. Table 16 gives the anova results for the four subscales: emotional exhaustion frequency (EEF), emotional exhaustion intensity (EEI), depersonalization frequency (DPF) and depersonalization intensity (DPI).

TABLE 16

ANOVA on job title for subscales EEF, EEI, DPF & DPI

Variable EEF by job title

Source	DF	Sum of Squares	Mean Squares	F	Sig. of F
Bewteen groups	5	3529.7931	705.9586	5.5755	.0001
Within groups	209	26462.9790	126.6171		
Total	214	29992.7721			

Variable EEI on job title

Between groups	5	5163.5944	1032.7189	5.1900	.0002
Within groups	209	41587.5870	198.9837		
Total	214	46751.1814			

Variable DPF on job title

Between groups	5	822.4882	164.4976	4.6507	.0005
Within groups	209	7392.3676	35.3702		
Total	214	8214.8558			

Variable DPI on job title

Between groups	5	930.8190	186.1638	2.9007	.0149
Within groups	209	13344.2326	64.1790		
Total	214	14344.2326			

The Tukey's studentized range (HSD) for these four subscales indicated that the group with the job classification "childrens' attendant" was the only group showing significantly different mean scores at the .05 level of confidence. The childrens' attendant mean scores were significantly different from teachers, counselors, detention officers and supervisors on the emotional exhaustion frequency subscale and significantly different from the counselors and supervisors on the emotional exhaustion intensity subscale. The childrens' attendant mean scores were significantly different from the teachers, counselors, detention officers and supervisors on the depersonalization frequency subscale and from the counslors and detention officers on the depersonalization intensity subscale. The low n (11) in the specialists job classification accounted for the lack of statistical significance scores for that group. The mean score of the specialists' group tended to be about the same as the other college degree or specially trained groups (around 18.50), whereas the childrens' attendant group mean was about 9.11. In terms of education and specialized training, these findings support the hypothesis and are consistent with the theory that the professional "mystique" contributes to vulnerability to experience burnout.

It should be noted, however, that the childrens' attendant group was composed primarily of Black detention workers without a college degree. Since it was evident that both race and educational level were critical variables on at least four of the MBI subscales, further analysis was required. There was a sufficient number of workers with a college degree to compare mean scores by race. There were 40 Black and 118 Caucasian workers who reported having at least a college degree. The number of individuals in this study with degrees beyond college was very small. Again significant differences in mean scores only appeared on the four subscales of EEF, EEI, DPF, and DPI, and not on the personal accomplishment subscales. Table 17 (page 98) gives the anova data for the variable of race with college degree on the four subscales which showed significant differences in mean scores.

TABLE 17

ANOVA for race with degree on EEF, EEI, DPF, & DPI

N = 118 Caucasian, 40 Black

Variable EEF on race with college degree

Source	DF	Sum of Squares	Mean Squares	F	Sig. of F
Between groups	1	950.4899	950.4899	7.0517	.0087
Within groups	156	21026.9847	134.7884		
Total	157	21977.4747			

Variable EEI on race with college degree

Between groups	1	1609.9315	1609.9315	7.9468	.0054
Within groups	156	31603.7394	202.5881		
Total	157	33213.6709			

Variable DPF on race with college degree

Between groups	1	619.9528	619.9528	16.7480	.0001
Within groups	156	5774.5852	37.0166		
Total	157	6394.5380			

Variable DPI on race with college degree

Bewteen groups	1	846.4055	846.4055	13.1888	.0004
Within groups	156	10011.4932	64.1762		
Total	157	10857.8987			

These findings remain consistent in that all juvenile detention workers report high burnout on the personal accomplishment subscales regardless of race and educational background. However, mean scores of Black juvenile detention workers with a college degree are significantly lower than mean scores of Caucasian workers with a college degree on the subscales of emotional exhaustion and depersonalization.

It should also be noted that significant difference in mean scores was not found when the mean score of 40 Blacks with a college degree was compared to the mean score of 38 Blacks without a college degree. There was an insufficient number of Caucasian respondents without a college degree to make a meaningful comparison with any groups with or without a college degree. These findings suggest race even more than educational background is a critical variable in affecting MBI scores on the emotional exhaustion and depersonalization subscales. However, this observation should be further researched in other Black samples as well as in situations where there would be comparable numbers of Caucasians with and without a college degree.

Multiple regression had indicated that in addition to race and educational level being significant variables on several subscales, age was still another significant variable. The age distribution of the study sample was such

that grouping by five or even ten year intervals was not practical. To assess the variable age, it was necessary to control the variables race and educational level and use age as a covariant. Again significance was found on the emotional exhaustion and depersonalization subscales, but not on the personal accomplishment subscales. Tables 18 (page 101) and 19 (page 103) give the ancova data on the four subscales where significance was obtained at the .01 level of confidence. The beta value gives the inverse direction of the association.

TABLE 18

ANCOVA for age with race and college degree controlled

Variable EEF

Source	Sum of Squares	DF	Mean Squares	F	Sig of F
Within cells	25190.9934	204	123.4852		
Regression	1573.4650	1	1573.4650	12.7421	.000
Constant	12847.2707	1	12847.2707	104.0389	.000
Race	1292.9569	1	1292.9569	10.4705	.001
Degree	22.3122	1	22.3122	.1806	.671
Race by degree	28.9087	1	28.9087	.2341	.629

Covariate	B	BETA	std.err	T-value	sig. of T
Age	-5.9874337071	-.2424651431	1.67733	-3.56961	.000

Variable EEI

Source	Sum of Squares	DF	Mean Squares	F	Sig. of F
Within cells	40116.6448	204	196.6502		
Regression	1840.8374	1	1840.8374	9.3609	.003
Constant	20283.3390	1	20283.3390	103.1442	.000
Race	1854.6105	1	1854.6105	9.4310	.002
Degree	34.7884	1	34.7884	.1769	.674
Race by degree	178.7450	1	178.7450	.9089	.342

Covariate	B	BETA	std.err.	T-value	Sig. of T
Age	-6.4761946788	-.2094609218	2.1167	-3.05957	.003

This analysis of data indicated that older respondents, regardless of race or educational level, tended to report less emotional exhaustion and depersonalization (i.e. lower scores on those subscales). This would be consistent with Maslach's (1982) theory that the syndrome of burnout or the coping mechanisms she uses to operationally define burnout are adaptive and facilitate long term accomodation in one's work. Cherniss (1980) preferred to distinguish long term "accomodation" from burnout. Cherniss wanted to define burnout as an acute phenomenon which, because of its intensity and effect on the provider, was a maladaptive defense syndrome. However, he also acknowledged the possibility that the response to acute stress may be a part of the "accomodation" process. Maslach's (1983) more recent thoughts about age and burnout indicate that there may be a series of burnout episodes in one's career. Some episodes might lead to job or occupation change and others might lead to accomodation. The time that burnout symptoms occur in one's career may vary and they do not necessarily occur in everyone's work history.

TABLE 19

ANCOVA for age with race and degree controlled (cont.)

Variable DPF

Source	Sum of Squares	DF	Mean Squares	F	Sig. of F
Within cells	6475.1072	204	31.7404		
Regression	571.1641	1	571.1641	17.9946	.000
Constant	3336.2450	1	3336.2450	105.1093	.000
Race	589.9816	1	589.9816	18.5875	.000
Degree	.9666	1	.9666	.0304	.862
Race by degree	75.0359	1	75.0359	2.3640	.126

Covariate	B	BETA	std.err	T-value	Sig. of T
Age	-3.6073861698	-.2847087257	.85039	-4.24201	.000

Variable DPI

Source	Sum of Squares	DF	Mean Squares	F	Sig. of F
Within cells	12247.0462	204	60.0345		
Regression	599.8397	1	599.8397	9.9915	.002
Constant	4803.7668	1	4803.7668	80.0167	.000
Race	723.5221	1	723.5221	12.0517	.001
Degree	37.2261	1	37.2261	.6200	.432
Race by degree	76.3833	1	76.3833	1.2723	.261

Covariate	B	BETA	std.err	T-value	Sig. of T
Age	-3.6968325756	-.2160820411	1.1693	-3.16095	.002

Hypothesis # 4

The fourth speculative hypothesis concerned the association between socres on the Maslach burnout subscales and scores on the Correctional Officers' Interest Blank. Correlational procedures indicated no positive or negative correlation in scores on these two instruments. However, it should also be reported that the mean score for the juvenile detention workers in the study sample was not significantly different from mean scores of several groups of correctional officers in the normative sample. This suggests that the Correctional Officers' Interest Blank may be appropriate to use with juvenile as well as adult detention workers, but it does not appear related to the manner in which workers are responding to a burnout inventory.

Hypothesis # 5

The speculative hypothesis on the three survey statements developed to reflect how stressful the individual perceives detention work did show correlation with several MBI subscales (correlational data appears in Table 20, page 110). These statements were rated on a likert type scale from strongly disagree to strongly agree. The statements read: (1) I feel working in a juvenile detention setting is stressful; (6) I believe there are effective ways to relieve stress at my work; (10) The stress of this job has caused at

least one health problem for me (e.g. headaches, stomach problems, overeating, loss of appetite, difficulty sleeping, abuse of drugs / alcohol, high blood pressure). The numbers in parenthesis refer to the order in which they appeared on the survey form. The survey statements appear in Appendix "F" (page 162).

All three statements showed significant correlation with scores on at least four of the six MBI subscales. Respondents expressing a higher level of burnout on Maslach's emotional exhaustion and depersonalization subscales percieve detention work as stressful, do not feel they can find ways to relieve stress and they believe their health is being negatively influenced by stress at work. The correlation on question # 6 was inverse: the individual with higher burnout scores tended not to agree with the statement that there were effective ways to deal with stress at work. There was also a significant inverse correlation for those who agreed detention work is stressful and the expression of a reduced sense of personal accomplishment in their work. The correlations are modest, at best, but do reflect trends at a statistically significant level. The correlations with these statements essentially give additional face validity to the Maslach instrument in its operational definition of burnout. Individuals are more likely to score higher on the

Maslach instrument as they tend to perceive detention work as stressful, express a sense of helplessness in coping with stress and perceive their health as being adversely affected by job related stress.

Hypothesis # 6

Hypothesis # 6 addressed the relationship between job dissatisfaction and burnout. Respondents were asked to rate three survey questions on a likert type scale from strongly agree to strongly disagree. These statements were: (3) I am dissatisfied with my present job; (5) I could find another job outside of detention that would be more rewarding to me; (9) In view of the stress I feel at work, I do not feel I can continue working in detention. Each statement showed significant association with all six MBI subscales (correlational data appears in Table 20, page 110).

Respondents who reported dissatisfaction with their present jobs tended to have higher scores on all six MBI subscales. This included significant inverse correlation with scores on the two personal accomplishment subscales (i.e. job dissatisfaction correlates with reduced personal accomplishment). Although the literature attempts to distinguish between job dissatisfaction and burnout, some minor inter-relation is generally acknowleged (Maslach & Jackson, 1981). This theory is not well supported in these findings.

Scores on the Maslach subscales and the responses to the statements in this study suggest within this sample that there is a much closer relationship between the expression of job dissatisfaction and the reported experience of burnout as measured on the Maslach subscales.

Hypothesis # 7

Two statements were related to general attitudes concerning the effectiveness of teaching detainees and the degree of influence staff has on detainees. The statements read: (7) I believe children learn more when they are in the detention school than when in school on the outside; (8) staff in a detention center have little influence on the youth's behavior while in detention. Correlational data on agreement or disagreement with these statements and MBI subscale scores appears in table 20 on page 110.

These statements were intended to reflect whether or not detention workers who expressed an expectation of change in the detainees reported higher burnout scores than those who did not perceive change or influence on the detainees. Where correlations did occur with these statements, the coefficient was quite low, barely at the .05 level of confidence. Agreement that detainees learn more while in detention showed signifcance at the .05 level with the emotional exhaustion subscales and the personal accomplishment fre-

quency subscale. The interpretation of these correlations based on Cherniss' (1980) discussion would be that expecting change contributes to a positive attitude towards one's role (increased personal accomplishment scores), but also increased emotional exhaustion in this work (higher burnout). Agreement with statement # 8 that staff has little influence over detainees showed significant correlation on the subscales reporting a reduced personal accomplishment. This correlation suggests as detention workers tended to agree that they had little influence on the detainees, they were more likely to express reduced personal acccomplishment (higher burnout).

Hypothesis # 8

Two survey statements were introduced to determine the association with MBI depersonalization and emotional exhaustion subscale scores and the preference to be alone or talk to others when experiencing stress at work. The statements read: (2) when working in a detention setting becomes stressful, I find it helpful to talk to other people; (4) when things are stressful at work, I find it helpful to be alone. Higher scores on the depersonalization subscale were predicted for those who preferred to be alone and lower scores on the emotional exhaustion subscales were predicted for those who preferred to talk to others when experiencing

job stress. These predictions were based on exploratory findings in Maslach's study (1983) with doctors and nurses. The correlational data on the tendency to agree or disagree with these statements and the MBI subscale scores appears in table 20 on page 110. Among juvenile detention workers these predictions were not supported.

TABLE 20

Correlational data of MBI scores and survey questions

	EEF	EEI	DPF	DPI	PAF	PAI
Questions on stress						
# 1	.42***	.39***	.24***	.17**	-.18**	-.12*
# 6	-.31***	-.24***	-.16**	-.13*	.08	.03
# 10	.53***	.50***	.28***	.29***	-.06	-.12*
Questions on job dissatisfaction						
# 3	.50***	.46***	.36***	.35***	-.31***	-.26***
# 5	.30***	.28***	.31***	.24***	-.19**	-.15**
# 9	.43***	.40***	.31***	.29***	-.22***	-.21***
Questions on attitudes towards detainees						
# 7	.12*	.11*	.04	.03	.10*	.07
# 8	.08	.04	.09	.07	-.13**	-.11*
Questions on use of social support to deal with stress						
# 2	.14*	.11*	.13*	.17**	.00	.07
# 4	.18**	.17**	.11*	.08	-.13*	-.07

* significant at the .05 level of confidence
** significant at the .01 level of confidence
*** significant at the .001 level of confidence

In this study, individuals who agreed that they sought out others when experiencing job stress reported higher scores on all the emotional exhaustion and depersonalization

subscales. Although the correlation coefficients were low and possibly due to chance, this does not follow Maslach's study. Those individuals who tended to agree that they preferred to be alone when experiencing job stress also had higher scores on both emotional exhaustion and depersonalization subscales. Again, the correlational coefficients are low. Interestingly, there was also a (low) significant correlation between scores reflecting a preference to be alone when under stress at work and with scores reflecting a reduced sense of personal accomplishment in this work. It must be pointed out, however, that the method of assessing whether or not an individual avoids or seeks out others when experiencing job stress is quite different from the Maslach study. This study utilized agreement or disagreement with a single statement whereas the Maslach study utilized a series of questions. In view of the fact the correlations in two these survey statements are so low, it is inadvisable to speculate whether or not using the social support theory is a factor in affecting burnout subscale scores in this sample.

Additional Results

Two open ended questions were asked at the end of the survey questions. The first question asked the respondent to list the three most stressful situations at work. The second question asked the respondent to list three things he or she did to relieve stress at work. Not all respondents participated in this portion of the survey and not all respondents who did participate listed three items under each question. There were 469 responses to the question asking participants to list stressful situations (out of a possible 645 responses if all had responded) and 453 responses to the question asking participants to list things they do to relieve stress. Table 21 gives the number of times an identified source of stress was mentioned by the respondents.

TABLE 21

Perceived stress situations

Type of perceived stress	Total times reported
Hours, working shifts, no advancement, salary	64
Problems with administration or supervisors	52
Problems with co-workers	52
Physical attack or fear of injury	49
Frustration in dealing with detainees	44
Problems with policy or fear of procedural failure	43
Tense environment	30
Verbal abuse, confrontations	27
Concern for physical security	18
Lack of communication (non-specific)	16
Caseload, overcrowding	14
Putting detainees in isolation or solitary	12
Boredom	10
Concerns about roles, responsibilities	9
Lack of consistency or follow up	8
Juvenile court system itself	8
Being alone on the job	6
Commute to and from work	3
Paperwork	3
Family problems carried to work	1
Total	469

The most frequently reported sources of stress were organizational and structural. It appears that the job conditions in juvenile detention (external sources of stress) are such that they contribute to the high burnout scores reported on Maslach' personal accomplishment subscales. It is possible these external sources of stress (job conditions) are overbearing in terms of other aspects of burnout which Maslach attempts to measure on the emotional exhaustion and depersonalizations subscales. The findings on stress due to structural (institutional) problems and problems with administration are consistent with the studies of Cheek & Miller (1982) and Stalgaitis (1981). It is also conceivable to include in this category other stressors listed by the respondents which seem to relate to administration, such as "problems with policy", "fear of procedural failure" and "paperwork". However, the relatively few (9) individuals who specifically mentioned role conflict and concern over job responsibilities does not seem consistent with Brodsky (1977) and Black (1982) who found role ambiguity and role conflict as major stressors among adult correctional workers. Table 22 lists the behaviors identified as those used by the respondents to relieve stress.

A very large number of respondents (102) mentioned talking to or communicating with others as an effective

TABLE 22

Behavior to relieve stress

Relief mentioned	Total times reported
Talking to others; communication	102
Brief time off; time out; breaks	73
Physical activity; exercise	57
Focusing; meditation; prayer	40
Quiet (non-specific), rest	40
Organizing, structuring work	28
Hobbies; music (mentioned often)	25
Helping others (non-specific)	18
Being, talking with one's family	12
Vacation	12
Control one's work	10
Training; supervision	9
Humor	8
Alcohol (amount not indicated)	7
Self-expression; getting it out of one's system	4
Indulging oneself; e.g. shopping	3
Quit work	3
Total	453

means to relieve stress. This is consistent with the find-

ings of Pines (1983) and Fibkins (1983) who view communication within social systems as major techniques for dealing with job stress. A relatively large number of respondents specficially mentioned focusing, prayer and meditation which supports the theory that a clear value system facilitates coping with stress. There were only three individuals who indicated they viewed quitting work as a means to deal with stress. This is rather suprising in view of the significant correlation which was indicated between high burnout scores and survey questions related to job dissatisfaction (questions # 3, 5, and 9).

Following the survey question on whether the respondent agreed that job stress was related to one or more personal health problems, a check list of eight common physical complaints was presented. Table 23 gives a tally for the complaints most frequently checked.

TABLE 23

Health problems or complaints related to job stress

Complaint	Number of times mentioned
Headaches	52
Sleep problems or sleep disturbance	48
Eating disturbance: eating too much	43
Stomach problems, e.g. ulcers	33
High blood pressure	24
Pain complaints, e.g. back pain	23
Drug or alcohol abuse	19
Eating disturbance; loss of appetite	12
Total number of health complaints	254

This study does not attempt to address the issue of whether or not the health problems reported are actually job-stress-related (Brodsky, 1977). However, the very fact that respondents are reporting that they percieve specific health problems as related to job-stress is noteworthy and supportive of the concern which generates research in this field. Whether or not the physical complaint or symptom is psychosomatic is immaterial. Health problems and preoccupation with illness produce tension and inefficiency. The most frequently reported health problems in this study are head-

aches, sleeping and eating disturbances. These problems are of such magnitude and occur with such frequency that many health agencies have opened entire specialized clinics to deal with these problems.

CHAPTER V

SUMMARY AND RECOMMEDATIONS

The final chapter contains an overview of this study, a review of the significant findings in relation to the research questions and a synopsis of additional findings. The chapter concludes with recommendations for the application of data in stress management strategies for juvenile detention workers and suggestions for continuing research.

Overview of Study

The primary objective of this study was to gather empirical data on the concept of burnout among juvenile detention workers. The existence of burnout among human service providers whose occupation requires continuous interaction with others in a helping role is of considerable importance. Burnout can create deleterious effects on the provider's job performance as well as create or exacerbate physical and emotional health problems. An additional cause of concern is the possibility that, among human service providers, the condition of burnout in the provider may have a negative and harmful impact on the recipient of services. Juvenile detention workers were targeted for this study

because they represent the juvenile offenders first contact with personnel in incarceration.

This study surveyed direct service providers in all 13 Illinois juvenile detention facilities. Maslach's (1982) operational definition of burnout was used in this study. According to Maslach, burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment. The instruments used in this study were the Maslach Burnout Inventory, The Correctional Officers' Interest Blank, ten survey questions and two open-ended questions. Of all eligible full-time service providers in Illinois juvenile detention facilities, 52% volunteered to participate in this study. Although incarcerated settings are viewed as high stress environments for both staff and inmates, Illinois juvenile detention workers reported higher levels of burnout than the normative sample only on the Maslach subscale reflecting reduced personal accomplishment. In the interpersonal aspects of burnout (emotional exhaustion and depersonalizations subscales) detention workers mean scores were significantly lower than mean scores of the normative sample.

The findings in this study supported the hypothesis that juvenile detention workers report a relatively high level of burnout, at least in the area of reduced personal

accomplishment. The study supported the hypothesis that educational background is a critical variable in differences in mean scores among detention workers in terms of emotional exhaustion and depersonalization. Professional level detention workers are more likely to report higher burnout levels on those subscales. Unanticipated differences in mean scores on those same subscales were also found between racial groups.

Among the juvenile detention workers studied, there was significant correlation among all subscales measuring burnout and questions related to job dissatisfaction. Based on these findings, it is recommended that administrators and training supervisors seek ways to clarify roles and expectations for new job applicants and identify ways to enhance the sense of personal accomplishment in this type of work.

Findings in Relation to Research Questions

Hypothesis # 1 Although incarcerated settings are viewed as high stress settings for both staff and inmates (Dahl, 1981; Johnson & Toch, 1982; Weiner, 1894). Illinois juvenile detention workers reported more burnout than the normative sample only on the MBI subscale reflecting reduced personal accomplishment. Detention workers' mean scores on the MBI subscales of emotional exhaustion and depersonalization were significantly different from the normative sample

in the opposite of the predicted direction, indicating less burnout than the normative sample. A sense of reduced personal accomplishment among detention workers is consistent with respondents perception of job stress (Table 21, page 113) and previous studies of burnout among adult correctional officers (Brodsky, 1977, 1982; Cheek & Miller, 1982; Stalgaitis, 1981). The findings suggest burnout among juvenile detention workers is closely associated with job dissatisfaction and job limitations (Tables 20, page 110 and 21, page 113). The explanation for lower scores on the subscales of emotional exhaustion and depersonalization is not clear. It was theorized that the structure of incarcerated settings reduces the tendency to become emotionally and interpersonally invested. In addition, individuals working in incarcerated settings may tend to be high repressors, and therefore respond differently from the normative sample.

Hypothesis # 2 Of various demographic and biographic variables, it had been predicted that only caseload and facility size might be associated with higher burnout scores among Illinois detention workers. Caseload size did not prove to be a critical variable in the reporting of increased burnout. The variable of facility size was examined by comparing mean scores on the MBI subscales of service providers in the Cook County facility with mean scores

of providers in the other 12 Illinois detention facilities. Although significant differences did occur on the subscales of emotional exhaustion and depersonalization, lower rather than higher burnout levels were reported in the large Cook County facility. Therefore the hypothesis that facility size may contribute to higher burnout scores was not supported.

Hypothesis # 3 The hypothesis that training or education was likely to increase the potential for burnout (Cherniss, 1980) was supported in the present findings. This was demonstrated in the significant differences found between mean scores of those workers possessing a college degree versus those not possessing a college degree. The differences occured, however, only on the subscales of emotional exhaustion and depersonalization. Those with a higher educational level reported more emotional exhaustion and depersonalization. Educational level was not a factor in experiencing reduced personal accomplishment. This latter factor was reported by all groups of detention workers.

In addition to educational background, race also appeared to be a critical variable in burnout as measured on the Maslach instrument. Mean scores on the subscale of reduced personal accomplishment were not significantly different for Caucasians and Blacks, but Blacks had significantly lower mean scores on the subscales of emotional

exhaustion and depersonalization. These differences may reflect response styles, the dynamics of which are not understood at this time. The findings of this study also supported the "accomodation theory" that with age, less burnout with respect to emotional exhaustion and depersonalization are likely to be reported.

Hypothesis # 4 The fourth hypothesis addressed the relationship between scores on the Correctional Officers' Interest Blank and reported burnout scores. Scores on the Correctional Officers' Interest Blank were correlated with the MBI subscale scores. Results of analysis showed no significant relationship between scores on the COIB and the MBI. It should be noted, however, the mean COIB score of this sample of juvenile detention workers was within the range of means of several normative groups of adult correctional officers supporting the COIB's author's suggestion that this instrument could probably be used for both adult and juvenile correctional officers.

Hypothesis # 5 Three survey questions on perceived stress in detention work, health problems perceived as being related to job stress and the feeling of helplessness in dealing with job stress all showed modest correlation with high burnout scores.

Hypothesis # 6 Three survey questions related to job dissatisfaction and the intent to leave juvenile detention work showed modestly high correlation with all six MBI subscale scores. It was theorized that within this study sample there may be a stronger relationship between job dissatisfaction and high burnout scores than reported by Maslach and Jackson (1981).

Hypothesis # 7 Two survey questions explored attitudes concerning the effectiveness of teaching detainees (schooling) and the degree of influence staff has on detainees behavior. There was low correlation between reported belief that children benefitted from school in detention and high scores on the emotional exhaustion subscales. This may reflect some degree of frustration by teachers in the study sample. There was also low correlation between reported belief that detention staff have little influence on detainees and scores reflecting a sense of reduced personal accomplishment. These findings are consistent with the theory of expectations contributing to burnout (Cherniss, 1980).

Hypothesis # 8 Two survey questions examined Maslach's (1983) theory that human service providers who prefer to talk to others when experiencing stress at work will tend to score lower on the emotional exhaustion and

depersonalization subscales and those who prefer to be alone when experiencing work related stress will tend to score higher on the depersonalization subscale. The correlations between these survey questions and MBI subscale scores were not consistent with Maslach's predictions.

Synopsis of Additional Findings

Two open-ended questions indicated that juvenile detention workers identified similar sources of job stress as adult correctional officers. The most frequently reported sources of stress are job conditions, administrative policies and the lack of administrative support (Cheek & Miller, 1982; Stalgaitis, 1981). Juvenile workers did not, however, report role ambiguity or role conflict frequently as sources of job stress although Brodsky (1977) and Black (1982) identified these issues as major stressors among adult correctional workers.

The identification of communication and social support as the most frequently mentioned technique of coping with job stress by juvenile detention workers is consistent with the theory of Pines (1983) and Fibkins (1983). This theory recognizes social interaction as a key source of stress among human service providers and yet hypothesizes that other forms of social interaction and the use of social support systems are a primary coping mechanism for burnout.

Recommendation for Application of Data

Perhaps the most significant findings of this study are the Maslach' subscale scores which showed a reduced sense of personal accomplishment among juvenile detention workers. This is the one area in which juvenile workers reported more burnout than the normative sample. There are a number of studies suggesting how stress reducing techniques can be applied to correctional staff programs (Brodsky, 1982; Cheek, 1982, 1983, 1984: Dahl, 1981; Gardner, 1981; Hansen, 1981; Lombardo, 1980; Stalgaitis, 1981; Weiner, 1982). This study, however, points to a specific area of concern for administrators, superintendents and directors of training in detention facilities. With increased awareness of the primary source of burnout among juvenile detention workers, training seminars or workshops on burnout can focus on the issue of enhancing and facilitating the sense of personal accomplishment in this type of work. Farber (1983) notes American workers have become increasingly insistent upon attaining personal fulfillment and gratification from their work. He feels that the combination of high expectations and few resources to cope with frustrations are the perfect recipe for burnout.

Eisentat & Felner (1983) review the organizational barriers to job enrichment such as lack of positive

feedback, limited advancement and overspecialization. While some barriers may be structural, such as few opportunities for advancement due to non-negotiable budgetary limitations, workshops or seminars focusing on burnout can be useful in constructing the work-setting support group (Scully, 1983). More specifically, burnout workshops for juvenile detention workers can benefit from Harrison's (1983) social competence model in dealing with burnout. It is important to clearly identify the "worker-caused" and "other-caused" attributions which promote the sense of competence in one's work. Clear identification of what responsibilities the worker has in relation to the work climate is an essential step in increasing the sense of personal accomplishment in one's work.

Despite the lack of frequency with which detention workers identified role conflict or role ambiguity as a source of job stress, the issues which Brodsky (1977) and Black (1982) raise in regard to such ambiguity are definitely applicable to those detention facilities which operate simultaneous programs for pre-trial secure detainment and short term rehabilitative re-entry into the community. It is critical for administrators and supervisors to be very clear about expectations. It is only when the work role is firmly established that criteria and specific goals for

measuring some sense of personal accomplishment can be identified.

Suggestions for Future Research

This study has raised a number of interesting and important questions to be answered in relation to racial differences in responding to the Maslach Burnout Inventory. Specific data would be useful, for example, with a larger sample of Black and Caucasian workers not possessing a college degree. In the present study the potential pool of workers without a college degree was resonably large, but this category showed a substantially lower rate of participation than those workers with a college degree. Probably some form of compensation or small reward would have increased the numbers of those volunteering to participate. Research data can also be expanded by incorporating evaluative instruments in mandatory training and assessment programs.

Of even greater importance would be determining whether or not detention workers may be high repressors and therefore had relatively low scores on the emotional exhaustion and depersonalization subscales. Likewise the response style of Blacks on the MBI needs further investigation and clarification. It would be useful, for example, to make some determination whether or not there are differences in job

expectancy measures between Caucasians and Blacks. Since Blacks often constitute a high percentage of personnel in the field of corrections, detention and probation, it would be important to explore what coping mechanisms they utilize to avoid certain aspects of burnout. It is important to keep in mind, however, that racial differences do not alter the perceptions of all juvenile detention workers in terms of a reduced sense of personal accomplishment in this work.

In summary, not only does burnout have a negative impact on juvenile detention workers, it also may set in course a negative series of experiences for the youth who are incarcerated for the first time. Further exploration of issues related to burnout among juvenile detention workers and effective coping mechanisms are of vital importance as this society continues to rely on incarceration as a response to crime and delinquency.

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APPENDIX A

INITIAL LETTER OF INTRODUCTION

County Youth Home Illinois

Dear Superintendent,

Enclosed is a proposal for a dissertation research project which has been approved by the graduate school of Loyola University of Chicago. Having worked nearly 13 years as a masters psychologist in a detention setting, I had the opportunity to continue working with acting out adolescents in private group practice and pursue a doctoral degree.

With the encouragement and support of James Jordan, superintendent of the Cook County Temporary Detention Center, and Dr. Tom Hughes, Ph.D., director of the Delinquency and Youth Development Project at Southern Illinois University, I intend to return to the area of juvenile detention to undertake a project which will hopefully elicit data to better understand current staff's perception of stress in their work and hopefully lead to suggestions regarding staff development and staff selection. Although originally a number of facilities outside Illinois also expressed interest in participating in this project, the advisory committee agrees there are distinct advantages in limiting the study to juvenile detention facilities in Illinois.

I can assure administrators and all staff who volunteer to participate that individual anonymity and confidentiality will be respected and protected. I would be asking all direct service providers to voluntarily participate and this would include teachers, caseworkers, counselors, line staff and recreation personnel. It would probably take an individual a half hour or less to respond to the inventories and several survey type questions. When I have completed surveying all the Illinois facilities and have analyzed the data, I will return a full written report to all participating facilities. To my knowledge, the Correctional Officers' Interest Blank has so far never been used with juvenile detention workers. Comparisons of perceived "burnout" and stress will be made between professional and non-professional staff as well as comparisons of perception of stress between staff in a very large facility compared to staff in smaller facilities throughout the State of Illinois.

In the next week to ten days, I will be contacting you by phone to request permission to visit your facility in order to explain the project to staff and request their cooperation. Your cooperation will be deeply appreciated and it is considered critical to the integrity of this project if we attempt to present this study as representative of stress perception among juvenile detention workers in Illinois.

Sincerely,

Lawrence J. Heinrich

APPENDIX B

CONSENT FORM

A research study is being undertaken in Illinois Detention Centers. We are attempting to assess aspects of stress and stress responses among direct care service providers for youth in detention settings. We are asking for voluntary participation of teachers, counselors, caseworkers, line staff, childrens' attendants and recreation staff. You may at any time decline to participate.

Some personal information is requested on a biographical data sheet. Your name on this sheet is optional and is requested only in the event the principal investigator needs additional clarification on personal or response data. Only Mr. Heinrich will have access to this sheet and the related code number on the answer forms. Your personal responses are confidential. At no time will there be any individual identification of responses. Your responses will not be shared with supervisors or administration. Answer forms or responses will not in any way become part of your employee file or be used for evaluation purposes. Do not place your name on individual survey forms.

Group results will be shared in group form with participating facilities. We hope eventually to create seminars and workshops to promote strategies for dealing with stress in this type of work. We expect to compare stress and perceived levels of burnout among workers in a very large detention setting versus workers in smaller facilities. We will also determine whether perceived burnout differs among groups of workers, e.g. teachers, line staff, counselors, recreation staff and whether stress seems related to caseload size.

When you have completed the forms, please seal these forms in the envelope provided which will be forwarded to Mr. Heinrich.

Thank you for your cooperation and participation.

* * * * * * *

I, the undersigned, acknowledge that I am participating in this study voluntarily and that my personal responses are confidential. My responses will not become part of my employee file and will not be used for evaluation purposes. I waive rights to the use of my responses for purposes of group research as stated in this study.

_____

Signature

APPENDIX C

BIOGRAPHICAL DATA SHEET

Name or county facility where you are now employed:_____

_____

SEX: ____male ___female

AGE: _____years

MARITAL STATUS:

_____single

_____married

_____divorced / separated

_____widowed

How long?_____

RACE (check one only):

_____Asian, Asian American

_____Latino, Mexican American

_____American Indian

_____White, Caucasian

_____Other

_____White, Caucasian

_____Other; Specify_____

YOUR RELIGION: _____Protestant _____Catholic

_____Jewish _____Other, Specify_____

HOW RELIGIOUS DO YOU CONSIDER YOURSELF TO BE: (Circle One)

1 2 3 4 5 6 7

Very Not at all

Religious Religious

IF YOU HAVE CHILDREN, HOW MANY LIVE WITH YOU NOW:

_____Children with me, Ages_____

_____I have no children

HIGHEST GRADE IN EDUCATION COMPLETED:_____

Degree (If any)_____Area_____

PRESENT POSITION:_____Day/Night Attendant _____Teacher

_____Youth Care Worker _____Counselor

_____Recreation Worker _____Case/Social Worker

_____Other,Specify_____

AVERAGE NUMBER OF CHILDREN YOU ARE RESPONSIBLE FOR OR PROVIDE SERVICE FOR ON A DAILY BASIS:_____

Are you:_____Full-Time _____Part-Time

Total Number of Years in Detention Service_____

Total Number of Years in Present Position_____

(OPTIONAL) NAME:_____

(Last) (First Initial)

APPENDIX D

MASLACH BURNOUT INVENTORY (MBI)

HUMAN SERVICES SURVEY

Christina Maslach and Susan E. Jackson

The purpose of this survey is to discover how various persons in the human services or helping professions view their jobs and the people with whom they work closely. Because persons in a wide variety of occupations will answer this survey, it uses the term recipients to refer to the people for whom you provide your service, care, treatment, or instruction. When answering this survey please think of these people as recipients of the service you provide, even though you may use another term in your work.

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a "0" (zero) in both the "HOW OFTEN" and "HOW STRONG" columns before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. Then decide how strong the feeling is when you experience it by writing the number (from 1 to 7) that best describes how strongly you feel it. An example is shown below.

Example:

How Often:	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day

How Strong:	0 Never	1 Very mild, barely noticeable	2	3	4 Moderate	5	6	7 Major, very strong

HOW OFTEN 0-6 _____

HOW STRONG 0-7 _____

Statement:
I feel depressed at work.

If you never feel depressed at work, you would write the number "0" (zero) on both lines. If you rarely feel depressed at work (a few times a year or less), you would write the number "1" on the line under the heading "HOW OFTEN." If your feelings of depression are fairly strong, but not as strong as you can imagine, you would write a "6" under the heading "HOW STRONG." If your feelings of depression are very mild, you would write a "1."

Human Services Survey

How Often:	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day

How Strong:	0 Never	1 Very mild, barely noticeable	2	3	4 Moderate	5	6	7 Major, very strong

HOW OFTEN 0-6	HOW STRONG 0-7	Statements:
1._____	_____	I feel emotionally drained from my work.
2._____	_____	I feel used up at the end of the workday.
3._____	_____	I feel fatigued when I get up in the morning and have to face another day on the job.
4._____	_____	I can easily understand how my recipients feel about things.
5._____	_____	I feel I treat some recipients as if they were impersonal objects.
6._____	_____	Working with people all day is really a strain for me.
7._____	_____	I deal very effectively with the problems of my recipients.
8._____	_____	I feel burned out from my work.
9._____	_____	I feel I'm positively influencing other people's lives through my work.
10._____	_____	I've become more callous toward people since I took this job.
11._____	_____	I worry that this job is hardening me emotionally.
12._____	_____	I feel very energetic.
13._____	_____	I feel frustrated by my job.
14._____	_____	I feel I'm working too hard on my job.
15._____	_____	I don't really care what happens to some recipients.
16._____	_____	Working with people directly puts too

much stress on me.

17._____ _____ I can easily create a relaxed atmosphere with my recipients.

18._____ _____ I feel exhilerated after working closely with my recipients.

19._____ _____ I have accomplished many worthwhile things in this job.

20._____ _____ I feel like I'm at the end of my rope.

21._____ _____ In my work, I deal with emotional problems very calmly.

22._____ _____ I feel recipients blame me for some of their problems.

APPENDIX E

CORRECTIONAL OFFICERS INTEREST BLANK (COIB)

Part I. Personal Preferences

Directions:

This part contains 18 items, each one listing three different activities and preferences. In each set of three choose the one you would like the best and mark an X for it in the first column. Then select the one you would like the least and mark an X for it in the second column. For each item you should have one X in the "liked most" column and a second X in the "like least" column. Be sure to answer every item.

EXAMPLES:

Like most	Like least	
( )	(X)	1.a. Travel by car.
(X)	( )	b. Travel by train.
( )	( )	c, Travel by air.
( )	( )	2.a. Live in the country.
( )	( )	b. Live in a small community.
( )	( )	c. Live in a large city.

Like most	Like least	
( )	( )	1.a. Supervise juvenile offenders.
( )	( )	b. Supervise adult offenders.
( )	( )	c. Supervise other correctional officers.
( )	( )	2.a. Help in classifying inmates.
( )	( )	b. Help in guarding an inmate.
( )	( )	c. Help in training an inmate.
( )	( )	3.a. Talk about baseball.
( )	( )	b. Talk about politics.
( )	( )	c. Talk about recent movies.
( )	( )	4.a. See a boxing match.
( )	( )	b. See a wrestling match.
( )	( )	c. See a horse race.
( )	( )	5.a. Supervise a work crew in a prison.
( )	( )	b. Be in charge of a cell block in a prison.
( )	( )	c. Stand guard in a prison tower.
( )	( )	6.a. Tell others what to do.
( )	( )	b. Be told what to do.
( )	( )	c. Be left alone.
( )	( )	7.a. Bring flowers to a sick person.
( )	( )	b. Write a letter to a sick person.
( )	( )	c. Read a book to a sick person.

Like most	Like least	
( )	( )	8.a. Be tricked by an inmate.
( )	( )	b. Be insulted by an inmate.
( )	( )	c. Be struck by an inmate.
( )	( )	9.a. Watch a football game.
( )	( )	b. Watch a spedboat race.
( )	( )	c. Watch a prize fight.
( )	( )	10.a. Play bridge.
( )	( )	b. Play cribbage.
( )	( )	c. Play twenty-one (blackjack).
( )	( )	11.a. Own a cattle ranch.
( )	( )	b. Own a fruit orchard.
( )	( )	c. Own a skiing resort.
( )	( )	12.a. Be a clerk in a grocery store.
( )	( )	b. Be a clerk in a liquor store.
( )	( )	c. Be a clerk in a sporting goods store.
( )	( )	13.a. Read newspaper editorials.
( )	( )	b. Read the sports page.
( )	( )	c. Read newspaper reports about crime.
( )	( )	14.a. Make billfolds out of leather.
( )	( )	b. Carve toy boats out of wood.
( )	( )	c. Paste newspaper clippings in a scrap book.

Like most	Like least	
( )	( )	15.a. Be criticized by another correctional officer.
( )	( )	b. Be criticized by an inmate.
( )	( )	c. Be criticized by a supervisor.
( )	( )	16.a. Interview inmates about their future plans.
( )	( )	b. Supervise inmates during their recreational periods.
( )	( )	c. Lead an inmate discussion group on "the causes of crime."
( )	( )	17.a. Improve the standard of cleanliness in a prison.
( )	( )	b. Improve the morale of the inmates.
( )	( )	c. Improve the methods of discipline.
( )	( )	18.a. Have more education.
( )	( )	b. Have more experience.
( )	( )	c. Have more understanding of human nature.

Part II. Personal Attitudes

Directions:

This part contains 22 statements. If you

agree

with a statement, or feel that it is true about you, put an X in the box under "true." If you

disagree

with a statement, or feel that it is not true about you, put an X in the box under "false." Be sure to answer either "true" or "false" for every item.

True	False		
( )	( )	19.	I would like to hear a great singer in an opera.
( )	( )	20.	I am fascinated by fire.
( )	( )	21.	I get nervous when I have to ask someone for a job.
( )	( )	22.	As a youngster in school I used to give the teachers lots of trouble.
( )	( )	23.	My home as a child was less peaceful and quiet than those of most other people.
( )	( )	24.	Before I do something I try to consider how my friends will react to it.
( )	( )	25.	I seem to do things that I regret more often than other people do.

( ) ( ) 26. If I were a reporter I would like very much to report news of the theater.

( ) ( ) 27. I am usually in good health and physical condition.

( ) ( ) 28. If the pay was right I would like to travel with a circus or carnival.

( ) ( ) 29. I have had more than my share of things to worry about.

( ) ( ) 30. I enjoy watching outdoor games like football and baseball.

( ) ( ) 31. In school I was sometimes sent to the principal for cutting up.

( ) ( ) 32. I'm pretty sure I know how we can settle the international problems we face today.

( ) ( ) 33. I dislike to have to talk in front of a group of people.

( ) ( ) 34. I feel that I have often been punished without cause.

( ) ( ) 35. Sometimes I feel that I am about to go to pieces.

( ) ( ) 36. My parents have generally let me make my own decisions.

( ) ( ) 37. When I was going to school I played hooky quite often.

( ) ( ) 38. A man should always stand by a friend, even if he has done something wrong.

( ) ( ) 39. With things going as they are, it's pretty hard to keep up hope of amounting to something.

( ) ( ) 40. If I had the money I think I would enjoy taking a trip around the world.

APPENDIX F

SURVEY STATEMENTS

In the following items, please rate how you
usually
respond to or
typically
feel about the situations described. Please "X" the point on the line that best represents your typical way of acting or thinking.

1. I feel working in a juvenile detention setting is stressful.

Agree Strongly	Agree	Agree Slightly	No Opinion	Disagree Slightly	Disagree	Disagree Strongly

2. When working in a detention setting becomes stressful, I find it helpful to talk to other people.

Disagree Strongly	Disagree	Disagree Slightly	No Opinion	Agree Slightly	Agree	Agree Strongly

3. I am dissatisfied with my present job.

Agree Strongly	Agree	Agree Slightly	No Opinion	Disagree Slightly	Disagree	Disagree Strongly

4. When things are stressful at work, I find it helpful to be alone.

Disagree Strongly	Disagree	Disagree Slightly	No Opinion	Agree Slightly	Agree	Agree Strongly

5. I could find another job outside detention that would be more rewarding to me.

Agree Strongly	Agree	Agree Slightly	No Opinion	Disagree Slightly	Disagree	Disagree Strongly

6. I believe there are effective ways to relieve stress at my work.

Agree Strongly	Agree	Agree Slightly	No Opinion	Disagree Slightly	Disagree	Disagree Strongly

7. I believe children learn more when they are in detention school than when in school on the outside.

Disagree Strongly	Disagree	Disagree Slightly	No Opinion	Agree Slightly	Agree	Agree Strongly

8. Staff in a detention center have little influence on the youth's behavior while in detention.

Disagree Strongly	Disagree	Disagree Slightly	No Opinion	Agree Slightly	Agree	Agree Strongly

9. In view of the stress I feel at work, I do not feel I can continue working in this position.

Agree Strongly	Agree	Agree Slightly	No Opinion	Disagree Slightly	Disagree	Disagree Strongly

10. The stress of this job has caused at least one health problem for me (e.g. headaches, stomach problems, overeating, loss of appetite, difficulty sleeping, abuse of drugs/alcohol, high blood pressure).

Agree Strongly	Agree	Agree Slightly	No Opinion	Disagree Slightly	Disagree	Disagree Strongly

11. Please check any of the following health problems which you feel are related to your work in a detention setting:

_____Headaches	_____Overeating	_____Drug/Alcohol Abuse
_____Stomach problems	_____Loss of Appetite	_____Back Pain
_____High blood pressure	_____Difficulty sleeping	

What are the one to three most stressful aspects or situations in your present position?

1. _____

_____

2. _____

_____

3. _____

_____

What are the one to three things you can do to relieve stress at work?

1. _____

_____

2. _____

_____

3. _____

_____

APPENDIX G

INDEX OF ILLINOIS DETENTION FACILITIES

Adams County Youth Home, Quincy: bed capacity = 16; full time staff = 13; staff designation other than teacher or supervisor = counselor.

Champaign County Detention Home, Urbana: bed capacity = 10; full time staff = 9; staff designation other than teacher or supervisor = detention officer.

Cook County Juvenile Temporary Detention Center, Chicago: bed capacity = 478; full time staff = 304. In this facility there were many staff positions which were not considered "direct service provider". For instance, dietary, maintainence and clerical staff do not have direct interaction with detainees. It was determined there are approximately 242 positions which could be considered direct service provider positions based on job responsibilities and the condition of having direct interaction with the detainees. These positions were: childrens' attendant = 191; teachers = 28; caseworkers = 12; other specialists (nurses, psychologists, learning diasabilities specialists) = 11. As indicated in the study, the childrens attendant position does not require a college degree, but does require an approval and exam by the Civil Service Commission.

DuPage County Youth Home, Wheaton: bed capacity = 30; full time staff = 17; staff designation other than teacher, nurse and supervisor = group worker.

Kane County Youth Home, Batavia: bed capacity = 20; full time staff = 20; staff designation other than teacher, nurse and supervisor = youth counselor.

Knox County Mary Davis Home, Galesburg: bed capacity = 20; full time staff = 11; staff designation other than teacher and supervisor = counselor.

Lake County Hulse Detention Center, Waukegan: bed capacity = 18; full time staff = 17; staff designation other than teacher, nurse and supervisor = juvenile counselor.

LaSalle County Detention Home, Ottawa: bed capacity = 16; full time staff = 12; staff designation other than teacher and supervisor = youth worker.

Madison County Detention Home, Edwardsville: bed cacapcity = 21; full time staff = 17; staff designation other than teacher, nurse and supervisor = correctional officer.

Peoria County Detention Center, Peoria: bed capacity = 16: full time staff = 12; staff designation other teacher and supervisor = counselor.

Sangamon County Juvenile Center, Springfield: bed capacity = 15; full time staff = 15; staff designation other than teacher and superviosr = treatment specialist.

St. Clair County Juvenile Detention Home, Belleville: bed capacity = 30; full time staff = 18; staff designation other than teacher and supervisor = corrections officer.

Winnebago County Detention Home, Rockford: bed capacity = 34; full time staff (direct service providers) 11; staff designation other than teacher and supervisor = counselor.

APPROVAL SHEET

The dissertation submitted by Lawrence J. Heinrich has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

10-7-85
Date

Director's Signature